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AUTHOR Oromaner, Mark
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ABSTRACT

Providing data on the degree to which New York's Hudson County Community College (HCCC) has been successful in implementing its mission, this report provides information related to student achievement and satisfaction, college faculty, and program offerings. Following a statement from HCCC's President, the first part presents the college's mission statement and describes the process used to revise the statement in 1992-93. The second part describes HCCC's goals and objectives, while the third reviews benchmarks used to measure progress toward the implementation of the goals and objectives. The next two sections review HCCC's success in meeting its goals and objectives and its commitment to providing outcomes data to the state Commission on Higher Education. The sixth part provides data on key indicators in the following areas: (1) student goal attainment, including access, program completion, transfer, participation in college programs and services, and opportunities for minority and female students to develop leadership skills; (2) college faculty, providing a profile and information on faculty vitality; (3) the affordability of the college and availability of financial aid; (4) current student satisfaction; (5) meeting regional and state educational needs; (6) graduate placement and outcomes; (7) alumni satisfaction; (8) employer satisfaction; (9) HCCC's contribution to the region and state in terms workforce development, public service, and capital projects; and (10) degrees and program offerings. The final sections review the college's commitment to state's Master Plan, provide a profile of college Board members, and testify to the accuracy of the data provided. (HAA)

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ED 402 993

HUDSON COUNTY COMMUNITY COLLEGE

EXCELLENCE AND ACCOUNTABILITY REPORT

September 1, 1995

Mark Oromaner
Dean of Planning and Institutional Research

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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PRESIDENT'S STATEMENT

Hudson County Community College is an urban comprehensive postsecondary institution serving the state's fifth most populous county (N=553,099). The principal mission of the college is to offer high quality programs and services designed to meet the educational needs of a linguistically and ethnically/racially diverse community. In addition, the college is committed to promoting the economic, technological, cultural, and civic development of Hudson County.

This report illustrates the degree to which the college has been successful in implementing its mission. For example, the college is the fastest growing college in the state, new facilities have been acquired, existing facilities have been upgraded, new credit and non-credit courses and programs have been established, a faculty/staff development program has been instituted, there is an enhanced sense of constituent involvement, and additional full-time faculty have been hired. At the same time, we recognize that there is much to accomplish as we make progress toward becoming the postsecondary institution of choice for many of the residents of Hudson County. We still have no athletic program for credit, no sculpture or art classes, no meeting space large enough for a good size audience, no gymnasium, no theater or cultural facility. It is only through continued coordinated efforts of the State and County governments that these essentials can be made a reality. While our new facilities can accommodate the anticipated fall 1995 enrollment of approximately 4,500 credit students, we are concerned about adequate facilities for the anticipated 6,400 credit students by the fall of 1999 and beyond to the over 10,000 students within a decade.

Although the college has been in existence since 1974, the Mission Statement calling for the development of a comprehensive urban community college (adopted by the Board of Trustees April 13, 1993) marks the beginning of a new period in the college's history. The Excellence and Accountability Report presents in an accurate manner accomplishments during the past year. One of these accomplishments symbolizes quite clearly the strong commitment of the new HCCC to academic programs and to students. The college has been awarded a $1.7 million, five-year Title III grant from the U.S. Department of Education. The project "A Bridge to the Future" comprises two activities: The Development of a General Education Program and The Development of a Student Success Information System.

It is a pleasure to forward this report.

Glen Gabert,
President

A. A STATEMENT OF INSTITUTION'S MISSION

Hudson County Community College was licensed in 1974 and is one of New Jersey's 19 community colleges. Although the college serves the fifth most populous county (553,099 population), the fall 1992 enrollment of the college was only 3,076 credit students. In addition, the college served a relatively small number of non-credit students through job training programs and a few personal and career enhancement courses.

It was quite obvious that there were large segments of the county that were either unserved or underserved by the college. In order to address this problem, at its September 21, 1992 meeting, the Board of Trustees authorized the recently appointed president, "to implement a process that will culminate in the submission of a draft revised mission statement to the Board no later than April 1993." This mandate was taken as an opportunity to move the college from a limited-mission institution that emphasized career-oriented programs to a comprehensive urban community college. In addition, it was anticipated that the mission renewal process would enable the college to review its internal structure and culture and to establish or enhance its relationships with county residents and representatives of organizations within the county.

For a period of six months members of the college community and of the external community were involved in a multi-dimensional process leading to the development of a revised mission statement. At each step, an ongoing process of gathering, analyzing, and sharing information and then gathering, analyzing, and *sharing feedback took place.*

1. REVIEW OF MISSION STATEMENTS FROM OTHER COMPREHENSIVE COMMUNITY COLLEGES

During the period from October 1992 through January 1993, 67 comprehensive community colleges in 22 states were identified and mission statements and mission-related documents were obtained from these colleges. The mission statements and related documents were gathered in two volumes, photocopied, and placed, for review purposes, at each of the college's locations.

2. SURVEYS OF COLLEGE AND EXTERNAL COMMUNITIES

Surveys of members of the college and external communities were planned. Such surveys could serve not only to gather information and generate interest in the mission renewal, they could also be used to increase awareness about the college, to enhance the image of the college, and to generate a sense of meaningful involvement and ownership.

A questionnaire was designed and distributed to 1,117 persons. The sample included all college employees and a sample of students (both part-time and full-time) and alumni; and community representatives from business and industry, education, government, health and human services, and the legal, insurance, and real estate professions.

Responses were received from one-third of the sample (N=367); the return rate for the college community was 41% (226 of 544)) and the return rate for the external community was 25% (141 of 573).

The questionnaire contained three sections: (1) perceived importance of 33 possible functions, programs, or services the college could offer; (2) personal/professional data; and (3) an open-ended item, "We would appreciate any comments you might have about Hudson County Community College." The two versions of the questionnaire (college community and external community) were identical with the exception of a question regarding either college affiliation (e.g., student, faculty) or county occupational/organization affiliation (e.g., business, community group).

One of the secondary benefits of the survey was the positive impact that the process had on a number of the respondents, e.g., "Great effort with this questionnaire. Almost all items are very important. Thank you for sending me this survey," "Thank you for conducting this survey. It is nice to know that the college is attempting to meet the real needs of the community. I wish you great success in this effort, " and, " I think you are proceeding in the right direction: to survey the community's expectations of a county college."

3. ALL-DAY MISSION FORUM

On February 27, 1993, an all-day forum was held. Prior to the forum, all who accepted the invitation to attend were given background documents and a copy of the draft of a possible mission statement. Approximately one hundred college and county community members attended. Participants included representatives from all college and community groups included in the surveys. After the keynote address, the group broke into eight smaller focus groups to consider specific issues related to the college's future and mission. The focus groups purposefully included a mix of students, faculty, administrators, support *staff, maintenance staff, security personnel, trustees, and community members.*

Examples of the issues were:

- *"How can the mission of a comprehensive urban community college be developed among the college staff?"*
- *"How can an understanding of the role of HCCC as a comprehensive urban community college be developed in the general community?"*

When the larger group reconvened, a representative from each focus group presented a summary of the group's deliberations. Following the forum, the proceedings from each focus group were sent to all participants.

4. THE NEW MISSION STATEMENT

Following the forum, the draft mission statement was revised and in March 1993 shared again with the college community through publication in the staff newsletter, HCCC Network, and with the county community through mailings to those who had earlier received the mission questionnaire. The first line in the draft, and in the adopted mission statement, is "Hudson County Community College is a comprehensive urban community college." Again feedback was sought and received, e.g., "The mission statement appears to be most comprehensive and should serve the college well as a guide. It does seem to reflect the community (Hudson) which it serves," "We have examined your Mission Statement and find it to be appropriate to your needs as well as to those of the community of Hudson County. As an employer in the Hudson County area, we are flattered that you have asked us to give our comments regarding your statement. We thank you for your consideration, and look forward to working with you for our recruitment needs," and, "The statement and goals seem to be very appropriate to your mission at Hudson County

Community College. I look forward to working with you in the future."

The fundamental change called for in the new mission statement is dramatically illustrated through a comparison of defining quotations from the 1977 mission statement, the 1983 mission statement, and the 1993 mission statement.

1977 - "Unlike most of the community colleges in the state system, Hudson County Community College does not aspire to be a comprehensive institution. Instead, its mission is to provide entry-level occupational and career certificate and AAS degrees to students who need preparation for employment or upgrading of current skills in their chosen vocation."

1983 - "The College's primary programmatic mission is to provide certificate and associate degree programs to students who seek preparation for employment or upgrading of occupational skills through programs of study designed to lead to immediate employment or direct transfer to baccalaureate programs."

1993 - "Hudson County Community College is a comprehensive urban community college."

MISSION STATEMENT

Hudson County Community College is a comprehensive urban community college. The mission of the College is to offer high quality programs and services which are affordable, accessible, and community-centered. All programs and services are designed to meet the educational needs of a linguistically and ethnically/racially diverse community, and to promote the economic, technological, cultural, social, and civic development of Hudson County and its service areas.

The College is committed to equal educational opportunities for traditional and non-traditional students who can benefit from its programs and services without regard to race, ethnic or national origin, religion, age, gender, disability, economic status, or educational background.

The provision of a supportive and affirmative educational environment, and the principles of lifelong learning, excellence, and opportunity are central to all programs and services. To implement its mission, the College sets forth the following general goals:

- To provide liberal arts and science courses and associate degree programs that will prepare students to transfer to four-year colleges and universities.
- To provide courses, certificates and associate degree programs that will prepare students for immediate employment or provide for career enhancement.
- To provide general education courses to ensure that students can think critically and analytically, communicate effectively, solve mathematical problems, participate as informed citizens, appreciate cultural diversity and global interdependence, and are information and computer literate.
- To provide support services including counseling, job placement, aptitude and skills testing, financial aid, academic advisement, and basic skills development to help students succeed and benefit from academic programs.
- To provide programs and services appropriate to the linguistic diversity of the community.
- To provide educational and support services to businesses and industries to meet work force needs and to promote the economy of the County.
- To provide not-for-credit courses and programs including conferences, seminars, lectures, workshops and other activities to meet the continuing education, professional, and enrichment needs of residents of the County and of members of organizations within the County.
- To provide for collaborative relationships with local school districts; other colleges and universities; public and private agencies; and business, industrial, professional and labor associations to promote high quality and efficiency in all programs and services.

RESOLUTION:

Now, therefore, be it resolved, that the Board of Trustees accept the Mission Statement commencing April 13, 1993 for the new comprehensive urban Hudson County Community College.

B. A STATEMENT OF INSTITUTION'S GOALS AND OBJECTIVES

The sea change that has taken place at HCCC during the past three years has been referred to in the discussion of the development of the college's new mission statement in the spring of 1993.(See Item A). That statement contains eight "general goals." These goals call for programs and services in the areas of: ***(1) transfer courses and degrees****;* ***(2) career-oriented courses, certificates, and degrees****;* ***(3) general education courses****;* ***(4) student support services****;* ***(5) linguistic diversity****;* ***(6) business, industry, and workforce education and training****;* ***(7) continuing education, professional development, and personal enrichment****; and* ***(8) collaborative relationships****. Success in achieving these goals is addressed throughout this report.*

Although the new mission statement is the center piece in recent goals/objectives setting and implementation, it is not the only expression of activity in this area.

In February of 1992, the Hudson County Community College Task Force (Blue Ribbon Panel) chaired by Ms. Marla Ucelli, Senior Program Advisor, Rockefeller Foundation, and now Vice Chair of HCCC's Board of Trustees, was appointed to examine the future of a community college in Hudson County. In May of 1992, the task force recommended that, "The county and state leadership must now, by pledging their commitment and support, unlock the door to a new future for Hudson County Community College" (Shaping The Future: County, Community and College, p.33).

Within a brief period, the Panel's report was accepted by the state, county, and college's Board of Trustees.

In August of 1992, the Blueprint Project Team (chaired by Mr. Marvin Greenberg, former Senior Vice President, Rutgers University) was appointed and given the mandate to develop an implementation plan for the recommendation of the Blue Ribbon Panel that HCCC become a comprehensive urban community college. The final report of the team, Hudson County Community College: Blueprint Project, was completed February 1, 1993.

Mr. Greenberg and his team met with a wide range of state, county, and regional representatives, and with representatives from the various constituent groups within the college. In order to coordinate the work of the Blueprint Team with that of the college administration, Mr. Greenberg and his associate, Dr. Bonnie J. Wagner-Westbrook, met on a weekly basis with the president, academic vice president, and dean for planning and institutional research. The collaboration with representatives of the college community reflects the philosophy of the team: "It should be noted that the Blueprint Team took the position that the results desired by the County and the State would be most likely to take place if College personnel were to be integral parts of the plan rather than be the recipients of a design prepared without their close involvement" (p.6).

During the period February 1 - May 1, 1993, members of the college community reviewed the Blueprint Report and identified 158 unduplicated recommendations in the document. Twelve recommendations were added by the college staff. The distribution *of these 170 recommendations among the functional areas of the college is:*

Academic Affairs	36
Administration & Finance	29
Continuing Education & Community Services	24
North Hudson Center	5
Planning & Institutional Research	25
President's Office	15
Public Relations	5
Student Affairs	31
TOTAL	170

From the date of publication of the report of the Blue Ribbon Panel *(May 1992) to the date of publication of the report of the* Blueprint Project Team *(February 1993) to the publication of the report entitled* Planning Objectives: A Background Document for Accreditation '96 *(May 1995)*[1]*, the emerging planning tradition displays a clear line of continuity and specificity. It is this planning tradition that will make a reality of the Mission Statement for the new comprehensive urban Hudson County Community College recommended by President Gabert and approved by the Board of Trustees on April 13, 1993.*

The Planning Objectives reflect the best thinking of the members of the college community and of the Blueprint Project team as of the spring of 1993. During the past 30 months many of the recommendations have been implemented, a number have been included in plans, and others have been reevaluated. These objectives are currently being reviewed as a component of the college's self-study process in preparation for the fall 1996 visit by an accreditation team representing the

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[1] Earlier versions of that document (Planning Objectives 1992/93 - 1997/98 and Planning Objectives 1992/93 - 1997/98 According To Area Assigned) were prepared and disseminated during the spring of 1993.

Commission on Higher Education, Middle States Association of Colleges and Schools. This visit is the regular ten-year cycle of visits by a team representing the regional accrediting association.

C. A STATEMENT OF BENCHMARKS AGAINST WHICH THE INSTITUTION WISHES PROGRESS TOWARD IMPLEMENTATION OF GOALS AND OBJECTIVES TO BE MEASURED

It is quite clear that we are in the process of translating the eight (8) general goals (See Item B) in our Mission Statement, as well as other goals (e.g., to increase enrollment, to enhance the professional development of faculty and staff), into operational objectives. At the same time, it is clear from our responses to the *__Key Common Indicators__* *(See Item F) that we have been quite successful in implementing these goals as well as the goals and objectives defined by the Committee on Excellence And Accountability Reporting.*

Although we are not at the stage at which we have identified benchmarks for each of our goals and objectives, we have utilized the *__Blueprint Report__* *(See Item B) as a standard against which we have measured our progress in numerous areas (e.g., acquisition/upgrading of facilities, program development, faculty size, penetration rate/enrollment increases, tuition increases).*

__The Final Report of the Committee On Excellence And Accountability Reporting__ *defines benchmarking as "to find best-in-class examples inside or outside of the institution" (p.28). In this sense of the term, major projects in which we have recently utilized benchmarks include: mission revision, enrollment projections, tuition setting, and development of a retention program. In the case of tuition setting and enrollment projections, benchmarks were sought among the community colleges in New Jersey. However, in the cases of mission revision and the development of a* retention program, benchmarks were sought among a national sample of community colleges based on reputation and on their similarity to HCCC in terms of urban location and type of student served.

In sum, we propose that the ideal benchmarks against which HCCC wishes progress toward implementation of goals and objectives to be measured are other urban comprehensive community colleges that serve a comparable population. At the same time, we propose that in more practical terms, benchmarks for HCCC should reflect recent historical developments at the college and developments at peer institutions within the State (e.g., community colleges serving the (urban) largest counties).

D. A REPORT ON THE INSTITUTION'S SUCCESS IN CURRENTLY MEETING ITS GOALS AND OBJECTIVES

We repeat here what we stated in Item C, that is, that although at this time we have not translated each of our goals into operational definitions, the data in this report make it quite clear that we have been successful in achieving substantial progress in meeting our goals and in implementing the goals defined by the Committee on Excellence and Accountability Reporting. We will take this opportunity to comment on our success in implementing an essential goal for HCCC: "To increase enrollment." [This discussion is limited to degree credit students. For a discussion of the college's expansion of services through its Division of Continuing Education and Community Services, See Items F5(A) and F9(a).]

In Item A we pointed out that one of the reasons that the Board of Trustees called for a revised mission statement was that in the fall of 1992 the total credit student enrollment was 3,076. At that time, a report of the DHE indicated that HCCC was one of "only two institutions whose penetration rates fall below 1%. The range for those community colleges serving the state's six largest cities is from .66% (HCCC) to 3.48%" (A Comprehensive Urban Community College: A Vision For The Future, December 30, 1991, p.5).

The actual and projected enrollment changes for the period fall 1990 - fall 1999 appear below. The percentage increases during the past two years (12.0% 1992-93 and 14.9% 1993-1994) place HCCC as the fastest growing college in the State. This *achievement is even more dramatic when it is situated in the context of stable or declining enrollments at the other community colleges in the State. By the fall of 1994, the penetration rate had increased to .92.*

Although we have been successful in increasing our enrollments, we recognize that a vast unserved population continues to exist in the County. For example, if we achieved a penetration rate equal to that of the average for community colleges (2.30), the credit student enrollment would be over 9,900 students. Our projections call for a credit student headcount of 6,400 during the fall of 1999. However, the achievement of that quite modest goal will require additional financial support.

CHANGES IN TOTAL CREDIT STUDENT ENROLLMENTS
FALL 1990 - FALL 1999*

	ENROLLMENT	N CHANGE	% CHANGE
1990	2,832	170	6.4
1991	2,887	55	1.9
1992	3,076	189	6.5
1993	3,445	369	12.0
1994	3,959	514	14.9
1995	4,513	554	14.0
1996	4,987	474	10.5
1997	5,486	499	10.0
1998	5,980	494	9.0
1999	6,400	420	7.0

* Fall 1990 - Fall 1994 data are actual enrollments, and Fall 1995 - Fall 1999 data are anticipated enrollments.

E. THE INSTITUTION IS EXPECTED TO CONTINUE TO PROVIDE SURE AND IPEDS DATA TO THE N.J. COMMISSION ON HIGHER EDUCATION

Hudson County Community College will continue to provide SURE and IPEDS data to the New Jersey Commission on Higher Education.

F. THE INSTITUTION'S RESPONSE TO THE *KEY COMMON INDICATORS*

SUMMARY OF KEY COMMON INDICATORS

1. STUDENT GOAL ATTAINMENT INFORMATION

A. STUDENT GOAL:
To obtain access to post-secondary education in New Jersey.

1(a). Enrollment: head count and percent by ethnicity as of Fall AY 1994.

Headcounts

UNDERGRADUATE	NRA	B	AI/AN	A/PI	H	W	U	TOTAL
F/T Male	14	139	1	131	481	187	24	977
F/T Female	2	286	4	162	831	148	33	1,466
P/T Male	9	95	1	83	247	171	17	623
P/T Female	4	201	3	114	321	230	20	893
TOTAL	**29**	**721**	**9**	**490**	**1,880**	**736**	**94**	**3,959**

Percentages

UNDERGRADUATE	NRA	B	AI/AN	A/PI	H	W	U	TOTAL
F/T Male	1.4	14.2	0.1	13.4	49.2	19.1	2.5	99.9
F/T Female	0.1	19.5	0.3	11.1	56.7	10.1	2.3	100.1
P/T Male	1.4	15.3	0.2	13.3	39.7	27.5	2.7	100.1
P/T Female	0.5	22.5	0.3	12.8	36.0	25.8	2.2	100.1
TOTAL	**0.7**	**18.2**	**0.2**	**12.4**	**47.5**	**18.6**	**2.4**	**100.0**

Legend:
- *NRA*: Non-Resident Alien • *B*: Black • *AI/AN*: American Indian/Alaskan Native
- *A/PI*: Asian/Pacific Islander • *H*: Hispanic • *W*: White • *U*: Unknown

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1. STUDENT GOAL ATTAINMENT INFORMATION

1(b). Number of students enrolled in transfer programs (AA and AS), in career programs (AAS and Certificate), and number of non-matriculated students.

In the Fall of 1994, 1064 students were enrolled in transfer programs, 2601 were enrolled in career programs, and 294 were non-matriculated.

NUMBER OF STUDENTS ENROLLED, FALL 1994
BY DEGREE OR AWARD SOUGHT AND BY ATTENDANCE STATUS

DEGREE OR AWARD SOUGHT	FULL-TIME		PART-TIME		TOTAL	
	N	%	N	%	N	%
Primarily Transfer Programs	**690**	**28**	**374**	**25**	**1,064**	**27**
• A.A. Degree	517	21	267	18	784	20
• A.S. Degree	173	7	107	7	280	7
Primarily Career Programs	**1,744**	**71**	**857**	**57**	**2,601**	**66**
• A.A.S. Degree	1690	69	828	55	2,518	64
• Certificate	54	2	29	2	83	2
Non-Matriculated	**9**	**<1**	**285**	**19**	**294**	**7**
TOTAL	**2,443**	**100**	**1,516**	**101**	**3,959**	**100**

2. *Enrollment: Percentage of in state/out of state and in county/out of county residents.*

Among the Fall 1994 students, more than 99% were New Jersey residents, of whom 97% were Hudson County residents.

3. *Assessment Data:*

3(a). Scholastic Assessment Test (SAT) Scores.

This indicator is not applicable to county colleges.

1. STUDENT GOAL ATTAINMENT INFORMATION

3(b). Community colleges will report placement test scores.

SKILL AREA	NAME OF THE TEST USED	FALL 1994* MEAN SCORE	MIN. & MAX. SCORE POSSIBLE
Reading	NJCBSPT	150.00	135 - 181
Writing	NJCBSPT	5.55	0 - 12
Computation	NJCBSPT	158.40	138 - 180
Algebra	NJCBSPT	157.98	146 - 190

* Means are for Fall 1994 tested entering students (excludes entering ESL/bilingual students)

4. What is the age breakdown of the student body?

AGE CATEGORY	HEADCOUNT	PERCENT (%)
19 and Under	603	15
20-24	1,415	26
25-34	1,131	29
35-49	692	17
50 or Over	118	3
TOTAL	**3,959**	**100**

5. Remediation/Developmental Preparation:

5(a). During the past three years what has been the trend at your college with respect to the courses offered, and the number of students who have enrolled in remedial courses?

LEVELS OF REMEDIAL COURSES	NUMBER OF SECTIONS	NUMBER OF STUDENTS
Fall 1992		
• Reading (4)	8	192
• Writing (6)	38	847
• Mathematics (6)	32	574

table continued...

1. STUDENT GOAL ATTAINMENT INFORMATION

5(a). continued...

LEVELS OF REMEDIAL COURSES	NUMBER OF SECTIONS	NUMBER OF STUDENTS
Fall 1993		
• Reading (6)	16	327
• Writing (8)	38	910
• Mathematics (7)	39	689

LEVELS OF REMEDIAL COURSES	NUMBER OF SECTIONS	NUMBER OF STUDENTS
Fall 1994		
• Reading (6)	14	413
• Writing (6)	48	1128
• Mathematics (7)	51	1242

What do you foresee as the trend for the next three years?

Levels:
We anticipate that the number of levels of remedial courses will remain the same.

Sections:
We anticipate that the number of sections of remedial courses will continue to increase. This is a reflection of the dramatic increases in anticipated total HCCC enrollment (from 3959 in fall of 1994 to 5486 in the fall of 1997). In addition, we anticipate that over 90 percent of the entering students will be in need of some form of remediation [see item 5(b) below].

Students:
We anticipate that the number of students in remedial courses will continue to increase. Once again, this is based on assumptions concerning the dramatic total HCCC enrollment increases and high percentages (over 90%) of entering students in need of some form of remediation [see item 5(b) below].

Note that the Fall 1992 implementation of the algebra proficiency requirement in response to the DHE mandate resulted in a 116 *percent (N=668) increase in the number of students requiring remediation in mathematics.*

Finally, to some extent, the number of students in need of remediation at HCCC will reflect enrollment policies at four-year colleges in the region and the preparation of high school graduates.

5(b). What percentage of the students needed remediation in all these areas? (Math, writing, reading/critical thinking). What percent in two areas? What percent in one area?

Over the past four years, 48% to 57% of all entering students tested needed remediation in all three areas; 23% to 29% needed remediation in two areas; 14% to 16% needed remediation in only one area;and from 4% to 7% needed no remediation.

(see table on next page)

What do you foresee as the trend for the next three years?

We do not anticipate significant changes in the percentages of students in need of remediation in one, two, or three areas.

BASIC SKILLS PROFICIENCY* OF TESTED ENTERING STUDENTS
FALL 1991 THROUGH FALL 1994 BY SKILL AREAS [Math, Writing (Essay), and Reading]
(Excludes Entering ESL/Bilingual Students)

GROUP ACCORDING TO SKILL AREAS IN WHICH REMEDIATION IS REQUIRED	FALL 1991**			FALL 1992**			FALL 1993**			FALL 1994***		
	N	% of all tested	% of all needing remediation	N	% of all tested	% of all needing remediation	N	% of all tested	% of all needing remediation	N	% of all tested	% of all needing remediation
Remediation Needed in All Three Areas	370	57	60	265	48	51	395	50	54	378	56	60
Remediation Needed in Two Areas	150	23	24	160	29	31	231	29	31	156	23	25
• Reading & Essay	70	11	11	55	10	10	78	10	10	66	10	10
• Reading & Math	30	5	5	40	7	8	49	6	7	27	4	4
• Essay & Math	50	8	8	65	12	13	104	13	14	63	9	10
Remediation Needed in One Area Only	101	16	16	91	16	18	111	14	15	95	14	15
• Math	26	4	4	31	6	6	45	6	6	36	5	6
• Essay	62	10	10	48	9	9	51	6	7	50	7	8
• Reading	13	2	2	12	2	2	15	2	2	9	1	1
Remediation Not Needed	27	4		36	7		55	7		43	6	
Total Needing Remediation	621	96	100	516	93	100	737	93	100	629	94	100
Total Tested	648	100		552	100		792	100		672	99	
TOTAL NEEDING REMEDIATION IN EACH AREA												
Math	476	73	77	401	73	78	593	75	80	504	75	80
Essay	552	85	89	433	78	84	628	79	85	557	83	89
Reading	463	71	75	382	69	74	563	71	76	477	71	76

* As measured by results on NJCBSPT using HCCC cutoff scores.
** Source: CHE records
*** Source: Institutional records

1. STUDENT GOAL ATTAINMENT INFORMATION

B. STUDENT GOAL:
To complete a program of study (associate or baccalaureate degree.)

1. *What is the average time to degree completion at your institution?*

For the students who graduated in August 1993 and June 1994 (FY94 as reported for SURE), the average time freshmen (N=168) took from the time they first matriculated until they graduated, whether they attended full-time or part-time, was three and one-half years. For the transfers (N=26) among this group of graduates, the time it took from the date they first matriculated, whether they attended full-time or part-time, was two years. For the one graduate who had originally entered as a special student, it took five and one-half years.

These figures include students who began their studies in English-as-a-Second Language courses and in developmental courses.

TIME FROM MATRICULATION TO GRADUATION FOR AUGUST 1993 AND JUNE 1994 GRADUATES BY ENTRANCE STATUS

LENGTH OF TIME IN YEARS	FRESHMEN		TRANSFER		SPECIAL/OTHER	
	N	%	N	%	N	%
1 to 1 1/2 yrs	15	9	8	31		
2 to 2 1/2 yrs	45	27	11	42		
3 to 3 1/2 yrs	25	15	6	23		
4 to 4 1/2 yrs	32	19				
5 to 5 1/2 yrs	21	13			1	100
6 to 6 1/2 yrs	8	5				
7 to 7 1/2 yrs	6	4				
8 to 8 1/2 yrs	6	4				
9 to 9 1/2 yrs	2	1	1	4		
10 to 10 1/2 yrs	2	1				
11 to 11 1/2 yrs	4	2				
12 to 12 1/2 yrs	2	1				
TOTAL	168	101	26	100	1	100

1. STUDENT GOAL ATTAINMENT INFORMATION

2. *Graduation Rates in Head Count and Percent by ethnicity.*

AWARDS GRANTED IN YEAR AY 1993-94

HEADCOUNTS

AWARD	NRA	B	AI/AN	A/PI	H	W	U	TOTAL
Associate	3	36	0	19	66	56	11	191
Certificate	0	0	0	1	2	1	0	4
TOTAL	**3**	**36**	**0**	**20**	**68**	**57**	**11**	**195**

PERCENTAGES

AWARD	NRA	B	AI/AN	A/PI	H	W	U	TOTAL
Associate	1.6	18.9	0.0	10.0	34.6	29.3	5.8	100.2
Certificate	0.0	0.0	0.0	25.0	50.0	25.0	0.0	100.0
TOTAL	**1.5**	**18.5**	**0.0**	**10.3**	**34.9**	**29.2**	**5.6**	**100.0**

Legend:
- ***NRA*: Non-Resident Alien** • ***B*: Black** • ***AI/AN*: American Indian/Alaskan Native**
- ***A/PI*: Asian/Pacific Islander** • ***H*: Hispanic** • ***W*: White** • ***U*: Unknown**

3. *What percentage of students who graduated in AY 1993-94, graduated with an Associate's Degree in:*

Two years	39%
Three years	14%
Four years	16%
Five or more years	31%

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1. STUDENT GOAL ATTAINMENT INFORMATION

4(a). What percentage of the matriculated student population graduated in the AY 1993-94?

Of the 361 students who enrolled first-time full-time in Fall 1990 and completed credits at HCCC, by the end of the Academic Year 1993-94:

12% (43) had graduated
18% (66) had transferred to a New Jersey public college before graduation
11% (39) were still enrolled
48% (173) had left in good standing (with a cumulative GPA of C or better; includes those who transferred to other than New Jersey public colleges)
TOTAL: **89%** (321) achieved success

Source of data: CHE

These figures include all students who began their studies with requirements for learning English (ESL) and improving their basic academic skills.

4(b). What is the trend of the number and % of degrees conferred during the past five years?

By academic division, the trends are as follows (see also data provided under Item 6.A.1 on which this analysis is based):

Business and Allied Health:

- *in accounting the number of graduates is up (averaging 27 for each of the past five years - increasing to 35 in 1993-94) and the percentage of total graduates is up (averaging 16% of graduates for each of the past five years - increasing to 18% in 1993-94)*

- *in management the number of graduates is up (averaging 19 for each of the past five years - increasing to 27 in 1993-94) and the percentage of total graduates is up (averaging 11% of graduates for each of the past five years - increasing to 14% in 1993-94)*

1. STUDENT GOAL ATTAINMENT INFORMATION

• in medical record technology the number of graduates is up (averaging 5 for each of the past five years - and increasing to 7 in 1993-94) as is the percentage of total graduates (averaging 3% of graduates for each of the past five years - increasing to 4% in 1993-94)

• in data processing the number of graduates is up (averaging 15 for each of the past five years - increasing to 18 in 1993-94), but the percentage of total graduates remains the same (averaging 9% of graduates for each of the past five years - remaining at 9% in 1993-94)

• in legal assisting the number of graduates is up (averaging 4 for each of the past five years - increasing to 6 in 1993-94), but the percentage of total graduates remains the same (averaging 3% of graduates for each of the past five years - remaining at 3% in 1993-94)

• in office systems technology the number of graduates is up (averaging 8 for each of the past five years - and increasing to 10 in 1993-94), but the percentage of total graduates remains steady (averaging 5% of graduates for each of the past five years - remaining at 5% in 1993-94)

• in medical assisting the number of graduates is steady (averaging 6 1/2 for each of the past five years - and at 6 in 1993-94) as is the percentage of total graduates (averaging 4% of graduates for each of the past five years - at 3% in 1993-94)

Culinary Arts Institute:
• in culinary arts the number of graduates is down (averaging 38 for each of the past five years - decreasing to 28 in 1993-94) as is the percentage of total graduates (averaging 22% of graduates for each of the past five years - and decreasing to 14% in 1993-94)

English, Humanities, and Social Sciences:
• in criminal justice the number of graduates is up (averaging 5 for each of the past five years - increasing to 10 in 1993-94) as is the percentage of total graduates (averaging 3% of graduates for each of the past five years - increasing to 5% in 1993-94)

1. STUDENT GOAL ATTAINMENT INFORMATION

- *in early childhood education the number of graduates is up (averaging 12 for each of the past five years - increasing to 18 in 1993-94) as is the percentage of total graduates (averaging 7% of graduates for each of the past five years - increasing to 9% in 1993-94)*

- *in human services the number of graduates is up (averaging 11 for each of the past five years - increasing to 16 in 1993-94) as is the percentage of total graduates (averaging 6% of graduates for each of the past five years - increasing to 8% in 1993-94)*

- *in liberal arts the first students were graduated in August 1993 (4 at 2% of the total)*

- *in public administration there were so few graduates that comparisons would be meaningless*

Mathematics, Science, and Technology:

- *in computer science the number of graduates is down (averaging 6 for each of the past five years - decreasing to 4 in 1993-94) as is the percentage of total graduates (averaging 4% of graduates for each of the past five years - and decreasing to 2% in 1993-94)*

- *in electronics engineering technology the number of graduates is down (averaging 4 for each of the past five years - decreasing to 1 in 1993-94) as is the percentage of total graduates (averaging 2% of graduates for each of the past five years - and decreasing to 1% in 1993-94)*

- *in engineering science the number of graduates is down (averaging 7 for each of the past five years - decreasing to 5 in 1993-94) as is the percentage of total graduates (averaging 4% of graduates for each of the past five years - and decreasing to 3% in 1993-94)*

- *in computer technology there were so few graduates that comparisons would be meaningless; and in manufacturing engineering technology there have been no graduates over this period of time*

1. STUDENT GOAL ATTAINMENT INFORMATION

4(c). *What do you foresee as the trend for the next five years?*

• It is expected that the total number of degrees will continue to increase due to higher enrollment, an emphasis on retention efforts, and an increase in the number of curricula offered.

• In those areas where there has been a solid increase (accounting, early childhood education, criminal justice, human services, management, and medical record technology), it is expected that the numbers will continue to increase, although the proportion of the total may remain steady or decrease (due to an increase in other areas as explained below).

• An increase is expected both in the numbers and percentages of those programs which have declined (computer science, culinary arts, electronics engineering technology, engineering science) or which have had few graduates (computer technology, manufacturing technology, and public administration); culinary arts is being expanded, and programs have been put in place to attract and support students in science and technology.

• The number and percentage of liberal arts graduates is expected to climb dramatically. The enrollment in that program has grown to make up one-fifth of the total enrollment in the four years since 1991 when it came into existence. In addition, seven (7) liberal arts options have recently been established.

5. *What major factors most deeply affect student retention and persistence at your institution?*

In the fall of 1993, President Glen Gabert recognized the need for a plan to improve student retention. To address this issue, he established the President's Task Force on Retention. The President's mandate was that the Task Force identify obstacles to student retention and formulate recommendations to address the problems.

Early in the Task Force's deliberations, the following fundamental goals were established: 1) to define retention; 2) to identify probable causes of the college's low rate of retention; and 3) to set objectives.

It became clear that a meaningful definition of retention had to take into account the realities of student life at an urban community college. In short, the Task Force agreed that to define retention solely in terms of *degree acquisition, as is sometimes done, is to disregard students with other, equally legitimate goals and ultimately to do a disservice to the mission of the institution. As a result, the Task Force formulated the following definition: "Retention is the continued enrollment of students until the completion of their educational goals; these may include degree, certificate, transfer, career, or personal goals."*

The Task Force reached its findings based on several sources. These included not only the Task Force members' experience at Hudson and other institutions but also the publication Increasing Student Retention by Lee Noel, Randy Levitz, Diana Saluri and Associates (which all Task Force members received), the workshop "Leveraging Scarce Resources to Get Retention Results," conducted by Drs. Noel and Levitz and attended by nine Task Force members, and the results of three surveys conducted through the office of the Dean of Planning and Institutional Research.

1. Survey of Other Colleges
In order to learn what retention problems and plans other colleges had identified, retention-related materials were sought from 82 community colleges throughout the country. Responses were received from 30 (37 percent) of the colleges.

2. Survey of Colleagues at the College
Next the task force sought to tap the experiences of colleagues at the college. A request for suggestions concerning ways in which the college could improve retention was sent to all 220 full-time faculty and staff members. Forty-four (20 percent) persons responded with 164 suggestions. The suggestions which were received were analyzed and found to fall into the following categories: 24 percent concerned ways to improve academic support (e.g. mentors, counseling); 18 percent concerned improvements which could be made in college services (e.g. need for day care, broader student activities); 13 percent concerned employee attitudes and staff development; 12 percent concerned information -- either the lack of or suggestions for improvement (manuals, tracking, research); another 12 percent concerned instructional issues; 11 percent concerned the facilities (need for a campus, lack of parking, and the need for a cafeteria); 8 percent concerned the need for an expanded curriculum and more courses; and the remaining 2 percent concerned financial matters.

3. Survey of Students

Finally, the Task Force sought information directly from the students. A questionnaire with two questions was administered to students in 24 English course sections (including English as a Second Language, Basic Skills and English composition) and second-year program courses. Students were asked (1) to list things the college could change or improve to make sure they remained at the college, and (2) to give reasons why any of their friends or acquaintances had dropped out. The questionnaire was administered in Spanish and Arabic as well as in English to the beginning ESL students, and responses in Gujarati, Chinese and Japanese as well as Spanish and Arabic were received, translated, and included. In all, 338 students, or 10% of the student body, responded.

Two hundred and ninety-eight students offered suggestions for change or improvement at the college. One-third (33%) of the responses concerned facilities and parking, 17% curriculum and courses, 16% college services, 14% instruction, 13% academic support, and 7% finances. Two hundred and fifty students responded to the second item which had asked why friends or acquaintances had dropped out of the college. Fifty-four stated that they did not know anyone who had left the college before completing their program, but 196 (58% of the total 338 students) responded with reasons why someone they knew had left. Nearly one-fourth (23%) of the reasons concerned a limited curriculum and availability of courses, 22% a lack of resources (finances and/or time), 16% perceived problems with instruction, 12% personal reasons, 9% academic placement and/or poor grades, 9% college services, 6% inadequate facilities and/or the lack of parking, and 4% the need for academic support.

Reports of the findings from the staff and student surveys were distributed to the college community, and abstracts or news articles highlighting the findings have been published in the staff newsletter, HCCC Network.

To improve retention at Hudson County Community College, the President's Task Force on Retention made recommendations in the following five categories: 1) institutional climate; 2) student support; 3) curriculum and instruction; 4) facilities; and 5) information.

INSTITUTIONAL CLIMATE

1. *Establish a college-wide courtesy code, emphasizing shared responsibility for respect among all institutional staff and students.*

1. STUDENT GOAL ATTAINMENT INFORMATION

2. *In order to develop more effective delivery of services to students, establish training programs for all institutional employees, including student workers; for example, implement the use of "Connections," the Noel and Levitz staff training program already in the college's possession, and acquire and implement the use of the Noel and Levitz training program for student workers, "Partners."*

STUDENT SUPPORT

1. *In order to provide a smooth transition for students to college life, establish a standing committee for the coordination of the following activities: admissions, registration, financial aid, testing and assessment, advising and counseling, student activities, and student tracking.*

2. *Implement fully the newly developed, comprehensive Learning Center, i.e, by effectively making all members of the college community aware of the center's existence and by increasing the availability and accessibility of its resources (see also Curriculum and Instruction #6 below).*

3. *With the eventual goal of improving orientation for all students, establish "Orientation units" of first year full-time students and staff designed to provide students with activities, information, guidance, and mentoring throughout the academic year, and as part of orientation, conduct a "kick-off" activity such as an informal picnic and softball game that will initiate the orientation units and include students, their families, and staff.*

4. *Continue to involve Student Ambassadors in hospitality service during crucial times such as orientation and registration.*

CURRICULUM AND INSTRUCTION

1. *Continue to expand academic programs/program options and course offerings; diversify course offerings at all sites, and, in addition, broaden course offerings to accommodate non-degree students, e.g., by establishing "English for Special Purposes," courses providing English competency for vocational or personal needs.*

2. *Coordinate and maintain sequential, logical course offerings within majors/programs, and advise students in a timely manner of their progress toward program completion (in this regard, the Task Force notes the relevant recommendations under Information #2 and #3 below and also endorses the work of the Student Progress Committee).*

3. *Establish class size maximums commensurate with successful student outcomes, e.g., 15 in English as a Second Language (ESL) courses, 15 in Academic Foundations courses, 20 in College Composition courses, 20 in Computer Science courses, etc.*

4. *In ESL, offer more levels and more class hours, and implement more accurate placement; e.g., use oral interviews for initial and subsequent placement.*

5. *Promote academic integrity and enforce academic standards; minimize grade inflation.*

6. *Have faculty assess students early, e.g., by the end of the second week of the semester, and follow early assessment by timely counseling and referrals for academic support for appropriate students.*

7. *Strengthen the instructional force by continuing to hire more full-time faculty (e.g., specifically ESL-trained) and offering more competitive adjunct pay.*

8. *Continue to offer ongoing in-service pedagogical training of full-time and adjunct faculty in the most effective methodologies of teaching non-traditional students.*

9. *Recognize excellence in teaching.*

FACILITIES

1. *Involve Criminal Justice students in Parking and Security activities.*

2. *Provide recreational and other facilities such as a gymnasium, swimming pool, cafeteria, etc.*

3. *Improve and increase the number of parking facilities.*

1. STUDENT GOAL ATTAINMENT INFORMATION

4. *Provide a more comprehensive library, including increased services, collections, and access from all campus locations by network.*

5. *Provide child care.*

6. *Provide frequent shuttle bus/van service for transportation of students to various locations.*

7. *Develop an information highway linking all buildings of the college.*

INFORMATION

1. *Should Title III funding be available, implement a comprehensive student support information system, including the following:*

   a. *the ability to deliver general college and individual student academic information via kiosks at the Journal Square and North Hudson sites, networked personal computers, and touchtone telephones (languages other than English would be gradually phased in for giving out information via the kiosk and the voice component);*

   b. *a student tracking system that would support student recruitment, advisement, attendance monitoring, identification of at-risk students, external reporting, and retention analysis; and*

   c. *a faculty support system that would facilitate communication between faculty and students, an electronic gradebook, and immediate feedback to students regarding student performance.*

   (Note: Title III has been funded, and the development of a comprehensive student support information system is one of the two project activities).

Irrespective of Title III funding, implement the following items:

2. *Develop an advising manual for use by counselors, faculty advisors, and staff that would include among other important items: academic program course requirement mappings, a decision making tree with steps for course progression, steps for completing registration, and directions for correctly coding computer maintained information. Develop a comparable manual for use by students.*

3. *Make directly accessible to all counselors, faculty advisors, and relevant staff computer screens of information that include student transcript information, Academic Foundations achievement, course availability (during registration), and mailing addresses.*

4. *Clarify definitions of variables, including the student's location, major, and proper status, e.g., ESL/Academic Foundations/program ready categorization. It is recommended that this issue be considered by several bodies, including the Academic Council and the Institutional Data Coordinating Committee and that the results be disseminated to the staff.*

5. *Make available computerized class rosters for instructors to enter mid-term and final grades. Such a system must be secure and confidential. Prior to the implementation of this system, provide for speedier delivery of course rosters.*

6. *Add specific campus mailing addresses, including building, floor, and room number, if available, to the current employee telephone directory.*

7. *Collect information regarding individual student goals and college experiences. The information could be gained through several different vehicles: closed- or open-ended questions that could be answered during testing, registration, or advising sessions; interviews when a student withdraws or graduates (exit interview), at random (for continuing students), or focus group interviews with several students.*

The recommendations have been adopted by the administration, and each recommendation has been given a target date and assigned to an office of the college.

1. STUDENT GOAL ATTAINMENT INFORMATION

C. *STUDENT GOAL:*

To transfer (articulate) from one college to another for the purpose of completing a program of study or degree a expeditiously as possible.

1(a). What is the student rate of transfer from the community colleges to the senior institution?

Of all full-time first-time students who entered HCCC in the Fall of 1990 (N=743), within two years 6% had transferred to a New Jersey public senior college, within three years 8% had transferred, and within four years 10% had transferred.
(source of data: CHE)

1(b). What is the academic performance in the junior year for the community college transfers as compared to native four-year college juniors?

For Fall 1993 and 1994 juniors at New Jersey senior colleges:

- **38%** of HCCC transfers to a New Jersey four-year public college or university achieved a 3.0 (B) or better compared with 55% of the senior college's native juniors
- **50%** achieved a 2.0 through 2.9 (C through B-) compared with 36% of senior college natives
- **12%** achieved a 1.0 through 1.9 (D through C-) compared with 8% of senior college natives
- **0%** achieved a 0.0 through .9 (F - D-) compared with 1% of senior college natives

Source of data: CHE.

2. What is the graduation rate of transfer students from the community colleges compared with students who originated at the senior college?

In a comparison of two through six year graduation rates for Fall 1988 entering transfers from New Jersey community colleges with four through six year graduation rates for Fall 1988 full-time first-time degree-seeking freshmen at New Jersey public senior colleges and

universities, 8% of HCCC transfers graduated within two years, 27% within three years, 38% within four years, 52% within five years and 56% within six years, whereas at the senior colleges, 29% graduated within four years, 52% within five years and 58% within six years.
(source of data: CHE)

3. *What is the transfer student rate from the senior institution to the community colleges? i.e. reverse transfer rate.*

In the Fall of 1994, of the 1631 new students enrolling at HCCC, 138 (or 8.5%) had registered previously at a New Jersey public senior college or university.
(source of data: CHE)

1. STUDENT GOAL ATTAINMENT INFORMATION

D. STUDENT GOAL:
To participate in a full range of student activities while in college.

1. *What percentage of students participate in sports? e.g., Intercollegiate, Intramural, etc.*

   Intercollegiate:
   Two percent of students participated in 4 intercollegiate programs.

   Forty (40) students participated in an aerobics class at the College's North Hudson Center during the past academic year.

   Recreational and fitness programming is limited due to a lack of on-campus facilities.

2. *Other than sports events, what percentage of students participate in extracurricular activities? e.g. volunteerism, work on community/college projects, co-curricular activities.*
   [Also see item 9(h)].

   Honor Societies:
   One and one-half (1 1/2) percent of students were members of Phi Theta Kappa International Honor Society.

   Club/Organization membership:
   Seven (7) percent of students were members of eighteen (18) student organizations.

   Three hundred (300) students went on college sponsored trips to Great Adventure during the past two academic years.

3. *What recognition exists for extra and co-curricular activities?*

   Awards Ceremony:
   College established an Annual Awards Ceremony in 1980 to recognize students for achievement, excellence, and/or community service. To date, two hundred twenty four (224) students have received an award.

   EOF Student Achievement:
   Twelve (12) Students have received NJEOFP Senior Achievement Awards for Outstanding Academic Achievement during the past two academic years.

1. STUDENT GOAL ATTAINMENT INFORMATION

E. *STUDENT GOAL:*

To have an opportunity, as an ethnic minority and/or female, to develop (and exhibit) leadership skills while pursuing a college degree.

1. Profile of number of students leaders by ethnicity and gender. e.g. student government leaders, student trustees, peer tutors.

Student Government Association:
Of the 12 students who have served as officers, 90% are minority and 41% are female.

Peer Tutors:
Of the 18 students that served as Peer Tutors, 94% are minority and 16% are female.

Alumni Trustee:
The current alumni trustee is an African American female.

2. Other:

Student Ambassadors:
Of the 9 Student Ambassadors, 6 are female (67%) and 3 are male (33%), and 8 (89%) are minority.

Valedictorians:
The Valedictorians for the classes of 1994 and 1995 are female.

2. FACULTY INFORMATION

A. *GOAL:*

To provide a profile of faculty and to acquire information on the maintenance of faculty vitality.

1(a). Provide a profile of the faculty at your institution by gender, and ethnicity.

FACULTY, Fall 1994	B	AI/AN	A/PI	H	W	U	TOTAL
Faculty Full Time Male	1	-	5	2	22	-	30
Faculty Full Time Female	3	-	1	2	13	-	19
Faculty Part Time Male	8	-	8	28	62	2	108
Faculty Part Time Female	10	-	7	20	38	5	80
Adjunct/Visiting Male	-	-	-	-	-	-	-
Adjunct/Visiting Female	-	-	-	-	-	-	-
TOTAL FACULTY	**22**	**-**	**21**	**52**	**135**	**7**	**237**

What percent are tenured?

Forty-nine percent (24 of 49) of the full-time faculty (Fall 1994) were tenured. Fifty percent (15 of 30) of male full-time faculty and 47 percent (9 of 19) of female full-time faculty were tenured.

TENURE STATUS, Fall 1994	B	AI/AN	A/PI	H	W	U	TOTAL
A. Full Time Male	-	-	2	-	13	-	15
B. Full Time Female	-	-	-	1	8	-	9
TOTAL	**-**	**-**	**2**	**1**	**21**	**-**	**24**

Legend:
- *B:* Black • *AI/AN:* American Indian/Alaskan Native
- *A/PI:* Asian/Pacific Islander • *H:* Hispanic • *W:* White • *U:* Unknown

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2. FACULTY INFORMATION

What percent have attained the highest degree in their academic discipline?

Except for culinary arts, where an A.O.S. degree is required, HCCC's policy dictates that all faculty (full-time and adjunct) have master's degrees in the disciplines they teach. HCCC's faculty meets this requirement fully. The table below indicates that 100 percent of all HCCC full-time faculty have attained the required degree with 31 percent achieving the highest degree possible in their discipline.

DEGREES ATTAINED BY FULL-TIME FACULTY

	CULINARY ARTS	ALL OTHER DISCIPLINES
NO. WITH REQUIRED DEGREE	3	31
NO. EXCEEDING REQUIRED DEGREE	5	10
TOTAL FULL-TIME FACULTY	8	41

1(b). Percent of course sections taught by full-time faculty and by part-time faculty.

Forty-two percent of course sections were taught by full-time faculty and 58 percent by part-time faculty during Fall 1994.

2(a). Provide a profile of the faculty major research and public service activities at your institution.

HCCC's faculty in conjunction with the Grants Office have aggressively sought funding from external sources to support educational activities. The following is a list of grants and research projects undertaken during the 1994-95 academic year:

- *Five year Title III grant for the support, review, and development of a general education core curriculum and a computerized student services information system ($1.7m).*

- *HCCC and a consortium of New Jersey colleges (Greater Newark Alliance for Minority Participation in Science) received a five-year ($150,000) National Science Foundation grant to increase opportunities for minorities to succeed in the sciences.*

2. FACULTY INFORMATION

- *HCCC and New Jersey Institute of Technology received a three-year POWER (Positive Opportunities for Women Engineers Retention) grant to promote the participation and success of women in the sciences.*

- *HCCC faculty will join Stevens Institute of Technology and five other community colleges in providing internet training for K-12 teachers with grant funding from the New Jersey Statewide Systemic Initiative.*

- *HCCC is the fiscal agent for the Hudson County Consortium (including the Jersey City Board of Education) for a $200,000 Youth-Transitions-to-Work grant to promote training in health careers.*

- *HCCC is the fiscal agent for a second Hudson County Consortium School-to-Work grant for $199,000 for automotive technician training for county residents.*

Public Service Activities:

HCCC faculty participate in an array of public service activities at the local, state, and national levels including:
[Also see item 9(j)].

- *Volunteers*
  United Way of Hudson County; International Institute of Hudson County

- *President*
  New Jersey Society of Medical Assistants

- *Advisory Boards*
  Northern New Jersey Allied Health Consortium; New Jersey General Education Project

- *Board of Directors*
  YWCA of Hudson County; Wake Eden Academy (K-6)

2. FACULTY INFORMATION

2(b). *Describe the major professional development programs used by the faculty at your institution to maintain their academic vitality. (e.g., study leaves, conferences, sponsored research leave, sabbaticals, etc.)*

The coordination of the college's comprehensive (activities for all employees) Staff Development Program resides in the Office of the Dean for Planning and Institutional Research. The dean works closely with the vice president of academic affairs to ensure that staff development activities are responsive to the present and anticipated needs of the faculty. In addition, eight (8) members of the sixteen (16) member college-wide Staff Development Advisory Committee are faculty members.

In the fall of 1993, an annual Convocation was instituted. Over two hundred (200) members of the faculty and staff attend this day-long ceremony.

The keynote speakers have been:
1993: Dr. John Roueche, Professor and Director of the Community College Leadership Program, The University of Texas at Austin. Dr. Roueche also conducted a workshop with the Staff Development Committee.

1994: Dr. Terry O'Banion, Executive Director of the League for Innovation in the Community College. Dr. O'Banion also conducted a workshop with the Academic Affairs Council.

1995: Dr. George A. Baker III, Joseph D. Moore Distinguished Professor of Community College Leadership, North Carolina State University. Dr. Baker will also conduct a workshop with the Student Affairs Council.

Faculty Orientation is held at the beginning of each semester. Dr. Roberta S. Matthews, Associate Academic Dean, LaGuardia Community College, CUNY, will address the fall 1995 orientation. Her theme will be "Learning Communities: A Structure that Serves Students and Faculty." A recent keynote speaker was Dr. Maryellen Weimer, Associate Director of the National Center on Postsecondary Teaching, Learning and Assessment, Pennsylvania State University. Dr. Weimer's theme was "Teaching Excellence in General Education."

2. FACULTY INFORMATION

The first College Service Day was held during the summer of 1995. The program comprised an all-day series of workshops. Three additional College Service Days will be held during the spring semester. These will be annual events.

How many faculty (or what percent of the faculty) participate in these programs?

• Tuition Reimbursement:
HCCC provides tuition reimbursement of up to $2,500 plus registration fees annually for full-time faculty to pursue professional development. During the 1994-95 academic year seven (7) members of faculty took advantage of this opportunity to pursue doctoral degrees and eighteen (18) completed graduate or professional development courses.

• Mini Grants:
HCCC provides small grants of up to $500 to faculty and staff. During the past year, two grants were awarded.

• Sabbaticals:
The College provides up to three one-semester sabbaticals per year for faculty to pursue professional development. In the last two years, sabbaticals have been utilized to complete residency requirements or dissertations for doctoral degrees (3), and to complete manuscripts for a novel (1) and a textbook (2).

• Release Time:
HCCC provides release time for faculty to participate in the Mid-Career Fellowship Program at Princeton University. Since Fall 1990, four (4) faculty members have benefitted from this opportunity. In addition, each year the College provides release time for faculty to participate in grant related activities: POWER - funded by the National Science Foundation to encourage women to pursue degrees in science (3-credits, 1994 and continuing); Alliance for Minority Participation (AMP) - funded by the National Science Foundation, to promote minority student success in the sciences (four faculty @ 3-credits each, 1994 and continuing).

• Training and Professional Development Seminars and Conferences:
Each year, the College provides funding to permit faculty members to participate in various statewide or national training seminars and conferences. Recent examples include:

2. FACULTY INFORMATION

- *The New Jersey Project Summer Institute*
- *National Institute for Staff & Organizational Development*
- *National Community College Chair Academy Conference*
- *American Institute of Management Communication Skills Workshop*
- *National Council of Teachers of English*
- *Community College General Education Conference*
- *Graphing Calculators and Mathematics Software*
- *TESOL Conference*
- *Northeastern Conference for Teachers of Psychology*
- *National Academic Advising Association Conference*
- *International Reading Association Conference*
- *Noel and Levitz Conferences*
- *College Board/ETS Assessment Workshop*
- *Western Society for French History Conference*
- *Northeast Regional Conference of English in the two-Year College*
- *Institute for the Study of Postsecondary Pedagogy*
- *American Association of Community Colleges Convention*
- *Training in Distance Learning*
- *NOVELL Network Training*
- *American Health Information Management Association*
- *American Association of Medical Assistants Conference*
- *National Council for Staff, Program, and Organizational Development*
- *HCCC Faculty Development Seminars*

  During the past academic year, seven (7) Faculty Development Seminars were conducted by HCCC faculty. Sixty-eight (68) faculty and staff members attended.

Evidence of professional growth, development, and vitality through activities such as advanced study, conference participation, membership in professional organizations, and publications, is an important element in tenure and promotion consideration.

3. AFFORDABILITY AND FINANCIAL AID INFORMATION

STUDENT GOAL:
To be able to access and afford a college education (and completion of a degree)

3(a). To what degree is your institution accessible to students of all economic backgrounds?

TYPE OF FINANCIAL AID	NO. OF AWARDS	% OF ENROLLMENT
STATE PROGRAMS:		
• TAG, Fall 1994*	1,120	28
• EOF, Fall 1994*	194	5
• Urban Scholars, Fall 1994*	3	<1
FEDERAL PROGRAMS:		
• Pell, AY 1993-94**	1,937	38
• SEOG, AY 1993-94**	254	5
• Stafford, AY 1993-94**	149	3
• SLS, AY 1993-94**	3	<1
• College Work Study, AY 1993-94**	57	1

* Enrollment for Fall 1994: 3,959
** Unduplicated enrollment for Academic Year 1993-94: 5,131
Source of data: Commission on Higher Education records

For institutional grants, scholarships, and other forms of aid, see Item 3(d).

3(b). What is the stated cost (catalog) for attending your institution? (tuition, fees, room, board)?

1994 - 1995	PER CREDIT	PER YEAR (30 CREDITS)
Tuition (county residents)	$52.75	$1,582.50
Fees	$8.25*	247.50*
Room	n/a	n/a
Board	n/a	n/a
TOTAL	**$61.00***	**$1,830.00***

* Additionally, a $5.00 registration fee is charged per semester (not charged per credit).

3. AFFORDABILITY AND FINANCIAL AID INFORMATION

3(c). What is the average actual cost for a student to attend your institution (catalog stated cost less the average non-loan financial aid award)?

Trend data for the past three years?

This item is not relevant for community colleges.

3(d). How much institutional financial aid is provided to students in a fiscal year. Overall? Per full-time student?

• Alliance for Minority Participation Program
Through the Alliance for Minority Participation grant-supported program, begun in the Spring of 1995, the twenty (20) participants (eligible students enrolled full-time in mathematics, science or engineering) are awarded $375.00 each semester. The Greater Newark Alliance for Minority Participation program was established in 1994 through a five-year cooperative agreement funded by the National Science Foundation.

• The Marriott Corporation Scholarship
The Marriott Corporation has set up a perpetual scholarship fund in the memory of the late Edward Shakey, a Marriott employee and a HCCC alumnus. The scholarship ($2,500.00) is awarded by faculty of the Culinary Arts Institute to the highest ranking freshman culinary student(s). During the past year, the scholarship was divided among four students.

• The Big Apple Chef D'Cuisine Scholarship
The Big Apple Chef D'Cuisine Scholarship ($500.00) is awarded to the highest ranking student in the Culinary Arts Program. This scholarship recognizes excellence in all phases of culinary arts.

• American Culinary Federation (ACF) Northern New Jersey Chapter, Inc., Scholarship
This annual $500.00 scholarship is awarded on the basis of financial need, academic performance, on-the-job performance, and chapter support and participation.

• Rev. Martin Luther King, Jr., Scholarship
In memory of Martin Luther King, Jr., an award of $300.00 from the Student Government Fund to the Hudson County Community College student who has demonstrated a high commitment to college and community.

3. AFFORDABILITY AND FINANCIAL AID INFORMATION

- *Eugenio Maria DeHostos*

In memory of Eugenio Maria DeHostos a scholarship for $300.00 is awarded to the Hudson County Community College student who has demonstrated a high commitment to college and community.

Recently announced scholarships include:

- *Greenberg Scholarship*

Marvin W. Greenberg established the endowed Debra and Marvin Greenberg Scholarship at the Rutgers-Newark College of Arts and Sciences for graduates of HCCC. The first scholarship award of $450.00 will be available for a student entering Rutgers-Newark in Fall 1995.

- *Rotary Club of Jersey City*

One thousand dollars ($500.00/year) to be awarded to a student for his/her first and second years at HCCC.

- *Rotary Club of Jersey City - Daybreak*

Gift to fund two $500.00 scholarships annually for five years.

- *The Christopher Columbus Foundation of Hudson County Scholarship*

One fifteen hundred dollar ($1,500.00)/year scholarship.

3(e). What is the average loan debt for graduates of your institution?

Trend data for the past three years?

Optional item and data not readily available.

4. CURRENT STUDENT SATISFACTION INFORMATION

(Institution's sampling technique)

STUDENT GOAL:

To have maximum and optimal use of the college's resources while pursuing a college education.

4(a). Satisfaction level with major academic areas, academic support services, and institutional resources, such as:

1. Registration

This item will be included in future surveys of current students. However, we have information about students' satisfaction with registration from the results of surveys of recent graduates. For 1990, 1991, 1992, and 1993 graduates who responded to the graduate survey when it was administered one year after graduation (for all except the 1990 graduates who were surveyed two years after graduation), 69% (101) rated registration as 'excellent,' 'good,' or 'average' [8% (11) 'excellent'; 33% (49) 'good'; 28% (41) 'average'].

2. Course Availability

This item will be included in future surveys of current students.

However, the academic affairs office and division deans monitor schedules within each division to ensure that course offerings are sufficient to permit students to enroll in the courses they need to pursue their major and to graduate in a timely manner. This is accomplished in a number of ways:

- *Auditing sophomore student records in each division to determine graduating course needs as a basis for establishing schedules.*
- *Ensuring that general education service courses and critical specialized courses are available in frequency and at times convenient for students.*
- *Implementing three summer sessions (one twelve and two six week sessions) to provide optimum opportunity for students to complete degree requirements.*

4. CURRENT STUDENT SATISFACTION INFORMATION

• Offering intensive "express" courses during the winter intersession and one week before the start of the fall semester to permit students to complete basic skills requirements in as short a time as possible. Individual self-paced modules for basic skills will be implemented Fall 1995.

• Utilizing instructional technology (e.g., video courses) to provide alternatives to traditional classroom instruction and opportunities for students to complete program requirements.

• Monitoring registration and course enrollment to ensure optimal distribution of available seats in all courses.

• Implementing a liberal course cancellation policy (minimum of 10).

3. Programs (Majors)-Classroom Experience

This item will be included in future surveys of current students. However, we have information about students' satisfaction with the major classroom experience from the results of surveys of recent graduates [see Item (1) above]. Of the respondents 93% (137) rated the major classroom experience as 'excellent,' 'good,' or 'average' [34% (50) 'excellent'; 44% (65) 'good'; 15% (22) 'average'].

In addition, student evaluation of instruction is conducted each semester using a student evaluation questionnaire. Items addressed by the questionnaire include student perception of instructor's helpfulness, teaching effectiveness and knowledge of the subject matter, textbook usefulness and readability, quality and frequency of assignments, quizzes and exams, among other factors. Results of the questionnaire are shared with instructors at the close of the semester and are used in the determination of promotion and tenure for full-time faculty and continuation for adjunct faculty.

4. Equipment, Labs, Computers

This item will be included in future surveys of current students.

However, in the last three years, HCCC has increased dramatically the number of computer labs available for student use. With a total of ten PC labs, the ratio of computers to students is 1:16. Lab access is available 12 hours daily. By Fall 1995, every faculty office will be equipped with a computer. This is an important achievement for HCCC.

5. Library

This item will be included in future surveys of current students. However, we have information about students' satisfaction with the library/learning center (our item is combined) from the results of surveys of recent graduates [see Item (1) above]. Of the respondents rating the library/learning center, 72% (65) rated it as 'excellent,' 'good,' or 'average' [13% (12) 'excellent'; 32% (29) 'good'; 27% (24) 'average'].

In order to supplement its library resources for students, HCCC maintains an agreement with St. Peter's College, a neighboring four-year institution, for library access for all business students. In addition, all HCCC students have borrowing privileges at Jersey City State College. HCCC will move into state-of-the art facilities in September 1995 and increase its holdings to 30,000 volumes by the end of the 1995 academic year.

6. Learning Center (Academic Support Center)
[See response to (5) above].

HCCC's array of academic support services for students includes individual and group tutorials, computer-assisted-instruction for individualized skill practice in various subject areas, and inter-media language laboratories to promote proficiency in English.

7. Student Services (access and quality of)

a) Advisement

This item will be included in future surveys of current students. However, we have information about students' satisfaction with academic advisement from the results of surveys of recent graduates [see Item (1) above]. Of the respondents rating advisement, 79% (103) rated it as 'excellent,' 'good,' or 'average' [22% (29) 'excellent'; 40% (52) 'good'; 17% (22) 'average'].

4. CURRENT STUDENT SATISFACTION INFORMATION

b) Career Placement

This item will be included in future surveys of current students.

Placement Services that were primarily for Culinary Arts graduates will be reorganized during the 1995-1996 academic year to provide career planning and placement services for all students and graduates regardless of academic major.

c) Residential Life (if applicable)

Not applicable.

d) Counseling

This item will be included in future surveys of current students. However, we have information about students' satisfaction with counseling from the results of surveys of recent graduates[see Item (1) above]. Of the respondents rating counseling, 67% (80) rated it as 'excellent,' 'good,' or 'average' [14% (17) 'excellent'; 39% (47) 'good'; 13% (16) 'average'].

It is anticipated that implementation of a centralized Advisement and Counseling Office during the Fall 1995 semester will improve delivery of services to an increasing student population.

e) Tutorial/Remedial Assistance

This item will be included in future surveys of current students. However, we have information about students' satisfaction with the tutoring service from the results of surveys of recent graduates [see Item (1) above]. Of the respondents rating tutoring, 77% (55) rated it as 'excellent,' 'good,' or 'average' [27% (19) 'excellent'; 34% (24) 'good'; 17% (12) 'average'].

4. CURRENT STUDENT SATISFACTION INFORMATION

f) Security and Safety

This item will be included in future surveys of current students.

Only 6% of the respondents to the November 1993 student retention survey indicated security was a concern. The Security Office has written and will distribute a new Security Student Guide at the beginning of the Fall 1995 semester.

g) Student Activities

This item will be included in future surveys of current students. However, we have information about students' satisfaction with the student activities from the results of surveys of recent graduates [see Item (1) above]. Of the respondents rating the student activities, 77% (65) rated it as 'excellent,' 'good,' or 'average' [14% (12) 'excellent'; 36% (30) 'good'; 27% (23) 'average'].

Student Activities programming was reorganized during the past year, and a new Student Center is scheduled to open in September 1995. These developments will provide opportunities for the introduction of on-campus educational, cultural, and social activities that could not be offered previously due to a lack of facilities.

h) Recreational

This item will be included in future surveys of current students.

Recreational and fitness programming is limited due to a lack of on-campus facilities.

Forty (40) students participated in an aerobics class at the College's North Hudson Center during the past academic year.

4. CURRENT STUDENT SATISFACTION INFORMATION

i) Financial Aid

This item will be included in future surveys of current students. However, we have information about students' satisfaction with financial aid from the results of surveys of recent graduates [see Item (1) above]. Of the respondents rating financial aid, 79% (61) rated it as 'excellent,' 'good,' or 'average' [26% (20) 'excellent'; 27% (21) 'good'; 26% (20) 'average'].

Financial Aid was reorganized during the 1993-1994 academic year and it is expected that an improvement will be realized in the level of user satisfaction.

5. INFORMATION ON MEETING NEW JERSEY'S NEEDS
(Institution's sampling technique)

A. GOAL:
To participate in addressing regional and state needs.

1. *Profile of Continuing Education*

Five major components make up the Division of Continuing Education and Community Services: The Continuing Education Department, the Career Training Center, Project CHANGE, the Center for Business & Industry, and Community Services programming.

CONTINUING EDUCATION
Continuing Education offers non-credit courses on-site and at convenient locations throughout Hudson County. The Department is committed to the concept that the pursuit of education is a lifelong process. Throughout the year we offer innovative, interesting, and challenging courses designed to meet the needs of Hudson County residents. The Department of Continuing Education provides non-credit courses, programs that lead to certificates of completion, personal enrichment courses, and a variety of workshops, lectures, forums, and seminars. State-of-the-art computer courses are taught in newly equipped labs. Non-traditional English language courses are suited to the specific needs of local residents. Instruction in floral design will be introduced this year for the first time. Seminars on business and finance are intended to attract an entrepreneurial and commercially oriented audience. Culinary Arts instruction is available for aspiring chefs and industry professionals. Health, Safety, and Recreation courses are intended for health-conscious individuals seeking fun and information.

DEPARTMENT CENTERS have been established where concentrated instruction in special disciplines best serves our growing student population.

- *Computer Learning Center*
  selected short courses from how to use a PC to AutoCAD design. Students use state-of-the-art equipment and the latest software.

- *Culinary Arts*
  for the novice and professional, hands-on programs and demonstrations.

5. INFORMATION ON MEETING NEW JERSEY'S NEEDS

- *English Language Center*
  with courses offered in three broad programs:
    - *English as a Second Language*
    - *English Foundations for Native Speakers*
    - *English for Workplace Communications*

- *North Hudson Network*
  courses, lectures, and workshops on special issues affecting the North Hudson, New Jersey community will be offered as of Fall 1995.

- *Parent & Child Institute*
  programs providing support to families in search of parenting information and resources will begin this season.

CERTIFICATES OF COMPLETION programs are now available to students in several areas of specialization.

- *Computerized Accounting and Payroll*
- *Microsoft Office Software Proficiency*
- *Culinary Certificates of Completion*
- *Child Care Career Development*

THE CAREER TRAINING CENTER

The CAREER TRAINING CENTER provides career training programs for people seeking rewarding career opportunities or wishing to increase their job marketability. The programs meet the needs of the local job market and are particularly designed to develop and upgrade participants' occupational skills. Although some of the students register independently, many are individuals who meet JTPA, WDP, FDP, and TRA requirements. Programs are intensive, full-day courses, which run for 20 weeks. Training is provided in Legal and Medical Office training, Computer Programming and Operations, Word Processing, Data Entry, Computer and Office Machine Repair. English language skills are enhanced through programs in English as a Second Language, Adult Basic Education, and GED preparation courses.

PROJECT CHANGE

This HCCC assessment center operates in conjunction with the Department of Welfare and Social Services. PROJECT CHANGE, in determining the educational and vocational needs of FDP clients, assesses, evaluates, and refers participants to the appropriate FDP educational, training or vocational employment agencies.

5. INFORMATION ON MEETING NEW JERSEY'S NEEDS

CENTER FOR BUSINESS & INDUSTRY (CBI)
CBI was formed to assist business, industry and government agencies in the development of their human resources. These organizations can join with others who have taken advantage of these programs and services. CBI's training network and resources enable it to offer a range of programs tailored to business specifications. Assistance is offered in the areas of staff development, management supervisory development, and microcomputer training. In addition, CBI can arrange for on-site courses for employees. CBI works with businesses to understand their concerns and to develop the most cost-effective programs which meet their needs.

COMMUNITY SERVICES
In accordance with HCCC's mission, Continuing Education offers COMMUNITY SERVICE Programs on a variety of exciting topics, at many County locations, and at no cost. Lectures, demonstrations, tours, workshops, and Open House events are planned to attract local residents to the breadth of programming available at Hudson County Community College. The COMMUNITY SERVICE programs demonstrate HCCC's commitment to life-long learning in Hudson County. All programs are free of charge and all are welcome.

- *Hudson County Issues: Our Shared Future*
  lecture series focusing on the daily issues affecting this county

- *Sacred Spaces: Appreciating Hudson County's Religious Heritage*
  community service events, gaining a clearer understanding of the diverse religious cultures that nourish this community.

- *Parenting Seminars*
  series of seminars providing information and resources for families

- *North Hudson Seminars*
  series of seminars on special issues affecting the North Hudson, NJ community

5. INFORMATION ON MEETING NEW JERSEY'S NEEDS

- *Public Demonstrations*
  culinary arts and floral design demonstrations by Continuing Education staff in Barnes & Noble Booksellers, Hoboken, NJ

- *Open House*
  an opportunity for the public to meet instructors and staff, select courses of interest, plan schedules, and register for classes

NON-CREDIT STUDENTS/CLIENTS, FY 1995
SUMMARY BY DEPARTMENT

DEPARTMENT	STUDENTS/CLIENTS
Career Training Center	507
Continuing Education	1,153
Center for Business & Industry	239
Project CHANGE	5,270
TOTAL	7,169

Source: Division of Continuing Education: Career Training Center, Department of Continuing Education, and Project CHANGE, August 1995

2. Profile of partnership with other higher education institutions
[For articulation arrangements with other higher education institutions, see item 10.3].

- *HCCC, University of Medicine and Dentistry of New Jersey and three community colleges - Joint A.S./Certificate degree in Respiratory Care.*

- *Dual Admission Agreement with Rutgers, State University of New Jersey.*

- *HCCC and Thomas Edison State College - New Jersey Baccalaureate Degree Completion Program*

3. Profile of partnerships with K-12

5. INFORMATION ON MEETING NEW JERSEY'S NEEDS

- *Tech-Prep 2+2 articulation agreements between HCCC and:*
  - *Passaic Vocational Technical Institute - Culinary Arts*
  - *Morris County Vocational Technical School - Culinary Arts*
  - *Bergen County Vocational Technical Schools - Culinary Arts, Medical Assisting, Medical Record Technology, Office Systems Technology*
  - *Sussex County Vocational Technical School - Culinary Arts*
  - *Hudson County Vocational technical Schools - Culinary Arts*
  - *Kearny High School - Office Systems Technology*
  - *Jersey City Board of Education - Allied Health*
  - *Northern New Jersey Allied Health Consortium comprising seven county colleges, Felician College, eight vocational technical schools, Patterson Public Schools, Hudson County Tech Prep Consortium, and the University of Medicine and Dentistry of New Jersey - Allied Health*
  - *Hudson County Tech-Prep Consortium - comprising all high schools in Hudson County - Medical Assisting, Medical Records Technology, Data Processing, Office Systems Technology*

- *Off-site course offerings in conjunction with Adult Evening Programs of Kearny, Hoboken and Bayonne High Schools.*

4. *Profile of partnerships with business, industry and government*

- *New Jersey State Council for the Humanities*

This year the New Jersey Council for the Humanities approved the college's application for a grant and is supporting the Continuing Education's Community Services program, Sacred Spaces: Appreciating Hudson County's Religious Heritage.

- *Jersey City Economic Development Corporation and Kean College's Small Business Development Center*

Small Business Workshops are designed for small business owners and entrepreneurs who want to start, manage, and improve their businesses. These workshops are sponsored by HCCC's Center for Business & Industry, Kean College's Small Business Development Center, and the Jersey City Economic Development Corporation.

5. INFORMATION ON MEETING NEW JERSEY'S NEEDS

• Network for Occupational Training and Education (NOTE)
HCCC is a member of a network of New Jersey community colleges that handles requests from business and industry for contracted training. Through our association with NOTE, HCCC can more effectively deliver workforce training and retraining.

• Hudson County Division of Employment and Training (HCDET)
This governmental agency provides financial support for many of the training programs that have been offered at the College's Career Training Center since 1979. HCDET provides funding under the Job Training and Partnership Act (JTPA). The goal of the Center is to identify, recruit, train and provide placement assistance to residents of Hudson County who meet participant eligibility criteria as defined by JTPA.

• Project CHANGE: The Center for Help in Assessing Needs and Goals for Education
This Welfare to Work project is a partnership between HCCC and the Family Development Program providing a professional aptitude, vocational interest and skills assessment for the FDP of each welfare recipient in Hudson County.

• State of New Jersey Department of Insurance, Real Estate Commission
The Commission regulates the Continuing Education's New Jersey Real Estate Salesperson's Course. The course is designed to provide knowledge and understanding of the real estate market and to prepare participants to take the NJ Real Estate Licensing Examination.

• Hudson County Chamber of Commerce
Members of the Division of Continuing Education are members of the Chamber of Commerce. The Chamber of Commerce has been instrumental in providing speakers for the Department's lecture series. Other cooperative programs are being planned.

• Business and Industry, State and Local Governments, Community and Civic Groups
Conference support services are available as groups utilize facilities for a variety of educational and informational purposes.

5. INFORMATION ON MEETING NEW JERSEY'S NEEDS

- *FUTURE GENERATION, Christ Hospital, Jersey City*
  A partnership agreement has been established between Christ Hospital, Jersey City, FUTURE GENERATION, a division of Elizabeth General Health Services Corporation, that specializes in custom designed corporate sponsored child care programs, and HCCC Continuing Education Department. Christ Hospital, through its Cumming's Child Care Center, is providing instructional space for the Department's Certificate in Child Care Career Development.

- *Hudson Perinatal Consortium*
  A community health association working cooperatively with the Department of Continuing Education. Collaboration includes providing speakers for health and parenting seminars, and in planning a HCCC Health Fair for all residents of the county.

- *Offshore Sailing School of Jersey City*
  A partnership agreement was established this year with Offshore Sailing School of Jersey City. Students may register for sailing lessons provided by the Offshore Sailing School through the Department of Continuing Education. Many of the courses offered by the Offshore Sailing School are NPONSI approved as equivalent to college level instruction.

- *The Emergency Training Institute*
  HCCC Continuing Education has negotiated a collaborative educational agreement with the Emergency Training Institute. National Safety Council approved courses are offered at the college through the instructional services of the Emergency Training Institute. Future collaborations are planned.

- *Hoboken Academy of Self-Defense*
  Continuing Education will be offering courses in self-defense as a result of the partnership it has established with the Hoboken Academy of Self-Defense.

- *FAITH Services*
  A local health services agency dedicated to the treatment and counseling of people with AIDS. The agency is part of the Franciscan Health System of New Jersey. They have provided the department with speakers and will cosponsor the HCCC Health Fair, Spring 1996.

5. INFORMATION ON MEETING NEW JERSEY'S NEEDS

5. *What plans do you have for meeting the State's future needs?*

For the foreseeable future, the best way for HCCC to meet the State's needs is for the college to continue to implement its mission statement (See Item A). The introductory paragraph of that statement encompasses foreseeable needs of the State in general, and of Hudson County in particular:

> *Hudson County Community College is a comprehensive urban community college. The mission of the College is to offer high quality programs and services which are affordable, accessible, and community-oriented. All programs and services are designed to meet the educational needs of a linguistically and ethnically/racially diverse community, and to promote the economic, technological, cultural, social, and civic development of Hudson County and its service areas.*

We will also continue to develop collaborative programs with pubic and private agencies throughout the State. Finally, once the CHE's Statewide Master-Plan is developed, we will meet the goals identified for community colleges.

All of the above is predicated on the assumption that adequate funding is available to support the college's efforts to meet the State's future needs.

6. *Licensure, certification, validation needs*

- *The Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the American Association of Medical Assistants accredits the Medical Assistant Program.*

- *The Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the American Health Information Management Association accredits the Medical Record Technology Program.*

- *The Technology Accreditation Commission of the Accreditation Board of Engineering Technology (TAC-ABET) accredits the Electronics Engineering Technology Program.*

5. INFORMATION ON MEETING NEW JERSEY'S NEEDS

7. *What needs are unmet?*

Facilities:
HCCC's operation from several different leased sites has led to dispersion and duplication of services (e.g., academic support services, counseling, security) and imposed restraints on programming such as:

- *limited public space for student activities, parking, sports, faculty offices, cafeteria*
- *inadequate library*
- *limited classroom space*
- *limited access for physically challenged*

Successful Compensatory Efforts:

- *Contractual agreements with neighboring colleges for instruction*
- *Library contracts with neighboring colleges (JCSC/SPC)*
- *Rental of athletic facilities from neighboring colleges and Armory*
- *Rental of classroom space from neighboring high schools and conducting evening classes in conjunction with Adult Evening programs in county high schools*

The College has made advances in meeting the above needs through:

- *relocating from leased facilities to College-owned sites*
- *consolidating operations to four Journal Square sites with access for physically challenged*
- *upgrading and establishing state-of-the-art laboratories and classrooms*
- *relocating library to larger state-of-the-art facilities and tripling the collection to over 30,000 volumes*

Additional resources (faculty, support staff, facilities, and equipment) will be needed to accommodate the increasing student population [e.g., quite conservative projections call for an increase from 3,959 (Fall 1994) to 6,400 (Fall 1999); an increase of over 60%].

6. PLACEMENT INFORMATION

(Institution's sampling technique)

A. *GOAL:*

To provide information on subsequent activities of graduates.

1. *What percentage of degrees are conferred annually by academic discipline? What is the percentage for the past five years?*

ACADEMIC PROGRAM	GRADUATES 1993-94		GRADUATES 1989-90 THROUGH 1993-94	
	N	%	N	%
Accounting (AAS)	35	18	134	16
Computer Science (AS)	4	2	31	4
Computer Technology (AAS)	0	-	5	1
Criminal Justice (AAS)	10	5	27	3
Culinary Arts (AAS)	28	14	191	22
Culinary Arts (Cert)	0	-	0	-
Data Processing (AAS)	18	9	73	9
Data Processing (Cert)	0	-	3	<1
Early Childhood Education (AAS)	18	9	59	7
Elec Eng Tech (AAS)	1	1	21	2
Engineering Science (AS)	5	3	36	4
Human Services (AAS)	16	8	55	6
Legal Assisting (AAS)	6	3	22	3
Liberal Arts (AA)	- 4	2	4	<1
Management (AAS)	27	14	94	11
Medical Assisting (AAS)	6	3	33	4
Medical Assisting (Cert)	0	-	0	-
Medical Record Tech (AAS)	7	4	24	3
Mfg Eng Tech (AAS)	0	-	0	-
Office Systems Tech (AAS)	6	3	33	4
Office Systems Tech (Cert)	4	2	7	1
Public Admin (AAS)	0	-	7	1
TOTAL	**195**	**100**	**859**	**101**

* Note: The first liberal arts degree was awarded in August 1993. Source: SURE records.

6. PLACEMENT INFORMATION

2. *What percentage of your 1989-1994 graduates are employed in the State of New Jersey?*

Graduates are generally surveyed one year after receiving their degrees. (The graduates of 1989 were not surveyed and the classes of 1988 and 1990 were surveyed in 1992 rather than one year following graduation).

Among the respondents who had attained the Associate of Applied Science degree (the degree aimed primarily for entering a career or occupation) and were employed, the following percentages reflect those who indicated that they were employed in New Jersey:

1988 graduates: 62%
1990 graduates: 94%
1991 graduates: 89%
1992 graduates: 70%
1993 graduates: 94%

3. *What percentage of your 1989-1994 graduates go on to advanced training (e.g. graduate or professional school or management, etc.)?*

Graduates are surveyed as described in (2) above. Among the respondents who had attained the Associate of Science degree (which was the only degree at the college during those years aimed strictly at a transfer to a four-year college), the following percentages reflect those who indicated that they had continued their studies in another college:

1988 graduates: 67%
1990 graduates: 100%
1991 graduates: 100%
1992 graduates: 100%
1993 graduates: 100%

6. PLACEMENT INFORMATION

Among all respondents who had attained the associate degree regardless of whether or not their program was strictly aimed at transfer to a four-year college (Associate of Science and Associate of Applied Science), the following percentages reflect those who indicated that they had continued their studies in another college:

1988 graduates: 36%
1990 graduates: 73%
1991 graduates: 47%
1992 graduates: 54%
1993 graduates: 54%

Have there been changes over the past five years?

There have been changes, not in the percentages, but in the number of graduates continuing their studies in other colleges; the number has increased.

If yes, why?

As a result of the accomplishments listed below, we expect that the increase in the number of HCCC graduates enrolling in four year colleges will continue.

- *Strengthened general education offerings.*
- *Established an A.A. in Liberal Arts.*
- *Established seven (7) options in the A.A. in Liberal Arts.*
- *Entered into a dual admission program with Rutgers University.*
- *Increased number of articulation agreements.*
- *Entered into Respiratory Care (A.S.) degree program with UMDNJ.*
- *Opened new Science Center.*
- *Opened (Fall 1995) new academic facilities (e.g., classrooms, learning center).*
- *Through increased constituent input, programs and courses are more responsive to the needs and interests of students and of potential students.*

7. ALUMNI SATISFACTION INFORMATION

(Institution's sampling technique)

What is the degree to which graduates of your institution indicate their satisfaction with their education in terms of:

7(a). Communications skill (oral and written)

We survey the graduates each year. For 1990, 1991, 1992, and 1993 graduates who responded to the graduate survey when it was administered one year after graduation (1990 graduates were surveyed two years after graduation), 94% (96) indicated that their studies at the college had helped them improve their oral communication skills [43% (44) 'helped a great deal'; 51% (52) 'helped somewhat'].

For graduates who responded to the graduate survey (see paragraph above), 88% (91) indicated that their studies at the college had helped them improve their written communication skills [41% (42) 'helped a great deal'; 48% (49) 'helped somewhat'].

7(b). Ability to think critically

For graduates who responded to the graduate survey [see Item (a) above], 92% (96) indicated that their studies at the college had helped them improve their decision-making skills [38% (40) 'helped a great deal'; 54% (56) 'helped somewhat'].

7(c). Ability to identify and solve problems

See response to Item (b) above.

7(d). Ability to teamwork with others

This item will be included in future surveys of graduates. However, among graduates who responded to the graduate survey [see Item (a) above], 92% (96) indicated that their studies at the college had helped them improve their ability to get along with persons of different cultures [43% (45) 'helped a great deal'; 49% (51) 'helped somewhat'].

7. ALUMNI SATISFACTION INFORMATION

7(e). Ability to pursue self-initiated study

This item will be included in future surveys of graduates.

7(f). Ability to do quantitative reasoning (mathematics)

This item will be included in future surveys of graduates.

7(g). Technological proficiency

This item will be included in future surveys of graduates.

7(h). Preparation for career or advanced educational pursuits

Regarding 'preparation for career,' for graduates who responded to the graduate survey [see Item (a) above] and indicated that they were employed, 74% (89) indicated that their studies at the college had been 'extremely useful,' 'very useful,' or 'useful' in the performance of their current job [25% (30) 'extremely useful'; 24% (29) 'very useful'; 25% (30) 'useful'].

Regarding 'preparation for advanced educational pursuits,' for graduates who responded to the graduate survey [see Item (a) above] and indicated that they had continued their studies at another college, 93% (71) indicated that their studies at the college had been 'excellent,' 'good,' or 'average' in preparing them for continuing their education [16% (12) 'excellent'; 61% (46) 'good'; 17% (13) 'average'].

7(i). Social/civic/political awareness and involvement

This item will be included in future surveys of graduates. However, the responses above to (d) above and (k) below are relevant to this item.

7(j). Cultural appreciation

This item will be included in future surveys of graduates.

7. ALUMNI SATISFACTION INFORMATION

7(k). Other

Among graduates who responded to the graduate survey [see Item (a) above], 72% (74) indicated that their studies at the college had helped them improve their ability to understand international events [28% (29) 'helped a great deal'; 44% (45) 'helped somewhat'].

8. EMPLOYER SATISFACTION INFORMATION

(Institution's sampling technique)

To what degree are employers satisfied with the graduates of your institution of higher education in terms of:

8(a). Career/occupation preparation

Graduates are surveyed one year after program completion, and, subsequently, the employers of graduates who give approval are also surveyed. As a result of this process 36 employers of 1990, 1991, 1992 and 1993 graduates have responded to our survey with 35 responding to an item relevant to this question. Of the 35, all (100%) responded that they were either 'satisfied' or 'very satisfied' with the graduates' preparation for their position [18 (51%) 'satisfied'; 17 (49%) 'very satisfied'].

8(b). Ability to learn new skills/concepts

This item will be included in questionnaires used for surveying employers in the future.

8(c). Ability to work with others

Of the 36 employers surveyed as noted in (a) above, 35 responded to an item relevant to this question. Of these 35, 32 (91%) responded that they were either 'satisfied' or 'very satisfied' with the graduates' preparation in terms of social skills [20 (57%) 'satisfied'; 12 (34%) 'very satisfied'].

8(d). Ability to communicate (oral and written)

Of the 36 employers surveyed as noted in (a) above, 35 responded to two items relevant to this question.

Of these 35, 33 (94%) responded that they were either 'satisfied' or 'very satisfied' with the graduates' preparation in terms of speaking skills [21 (60%) 'satisfied'; 12 (34%) 'very satisfied'].

Of the 35, 34 (97%) responded that they were either 'satisfied' or 'very satisfied' with the graduates' preparation in terms of writing skills [24 (69%) 'satisfied'; 10 (29%) 'very satisfied'].

8. EMPLOYER SATISFACTION INFORMATION

8(e). Ability to reason quantitatively (mathematics)

Of the 36 employers surveyed as noted in (a) above, 30 responded to an item relevant to this question. Of these 30, 29 (97%) responded that they were either 'satisfied' or 'very satisfied' with the graduates' preparation in mathematical skills [18 (60%) 'satisfied'; 11 (37%) 'very satisfied'].

8(f). Ability to initiate or "self start" projects as required

This item will be included in questionnaires used for surveying employers in the future.

8(g). Ability to identify and solve problems

Of the 36 employers surveyed as noted in (a) above, 35 responded to an item relevant to this question. Of these 35, 34 (97%) responded that they were either 'satisfied' or 'very satisfied' with the graduates' preparation in reasoning skills [23 (66%) 'satisfied'; 11 (31%) 'very satisfied'].

8(h). Technological proficiency

Of the 36 employers surveyed as noted in (a) above, 33 responded to an item relevant to this question. Of these 33, 32 (97%) responded that they were either 'satisfied' or 'very satisfied' with the graduates' technical/occupational preparation [17 (52%) 'satisfied'; 15 (45%) 'very satisfied'].

8(i). Read and write one language other than standard American English

This item will be included in questionnaires used for surveying employers in the future.

8(j). Social and civic development

See response to (c) above.

8. EMPLOYER SATISFACTION INFORMATION

8(k). Other

Of the 36 employers surveyed as noted in (a) above, 31 responded to an item which asked how satisfied they were with the preparation these employees had received in terms of management skills. Of the 31, 28 (90%) responded that they were either 'satisfied' or 'very satisfied' with the graduates' preparation [21 (68%) 'satisfied'; 7 (23%) 'very satisfied'].

Of the 36 employers surveyed as noted in (a) above, 35 responded to an item which asked how satisfied they were with the preparation these employees had received in terms of skills in reading. Of the 35, 34 (97%) responded that they were either 'satisfied' or 'very satisfied' with the graduates' preparation [21 (60%) 'satisfied'; 13 (37%) 'very satisfied'].

Of the 36 employers surveyed as noted in (a) above, all responded to an item which asked whether or not their education at the college would increase their chances for advancement. Of the 36, 25 (69%) responded either 'probably, yes' or 'definitely, yes' [15 (42%) 'definitely, yes'; 10 (29%) 'probably, yes'; 9 (25%) 'uncertain'].

9. "RETURN ON THE INVESTMENT"

The degree to which the institution (and its students, alumni, faculty, etc.) contributes to its local community, the region and the state in terms of:

9(a). Workforce Development

Hudson County Community College (HCCC) has participated extensively in a variety of workforce development programs in FY 95.

Our long-standing relationship with the Private Industry Council (PIC) of Hudson County has resulted in the funding of GED, Adult Basic Skills (three levels), English as a Second Language, Data Entry and Computer Operations programs. We have served 518 students and have achieved a funding level of approximately $780,000.

The JTPA program has been run through the Career Training Center of the Division of Continuing Education & Community Services.

The Workforce Development Program, which is designed for dislocated workers who need to be re-trained is also a long standing program at HCCC. Here, students attend both regular for-credit programs at HCCC and courses at the Career Training Center depending on their needs and preferences. The funding level for FY94 was $88,193, and the average grant is $4,000.

Project CHANGE: Center for Help in Assessing Needs and Goals for Education performs the initial assessment for all eligible family development program participants for the Hudson County Department of Health and Human Services. This is a component of a unique program developed in Hudson County as part of the model welfare reform efforts of the State of New Jersey. Project CHANGE also maintains the data base for the county on Family Development Plan (FDP) participants who have been assessed and referred.

In Calendar Year 1995, Project CHANGE is projected to test and assess 5,801 clients on a budget of $235,000.

9. "RETURN ON THE INVESTMENT"

School-to-Work Partnership Program
Hudson County Community College participates in the School-to-work Grant programs as a member of the Hudson County Consortium. The Consortium comprises five special needs school districts, the county vocational school system, local employers, labor unions, the Private Industry Council (PIC) and the Jersey City and Hudson County Divisions of Employment and Training (JTPA).

The School-to-Work Opportunities Act of 1994 created a national competition to implement grant programs. New Jersey was selected as one of six states to participate in the initial phase. The purpose of the legislation was to address the nation's serious skills shortage through partnerships between educators and employers.

Hudson County Community College acts as the fiscal agent for the School-to-Work grants.

School-to-Work Grants

1. Career Training in Automotive Technology

Funding Approved: $199,981
Funding Period: September 1995-June 1996

2. Career Training in Allied Health

Funding Request: $200,000 (pending)
Funding Period: September 1995-June 1996

Carl D. Perkins Vocational and Applied Technology Education Act Program
The Local Perkins Needs Assessment Committee identified six (6) areas in which to serve students:

1. *Expanding Opportunities for county residents to acquire the GED.*
2. *Developing systems to serve the 12% special needs population of the county.*
3. *Expanding work-based education by linking classroom instruction with cooperative placement opportunities.*
4. *Expanding collaborative efforts with community groups such as the YWCA and social service agencies.*

9. "RETURN ON THE INVESTMENT"

5. *Promoting equity and opportunities for women to succeed in the programs of their choice.*
6. *Expanding opportunities for minority students, particularly Latinos, to pursue and succeed in science and technology programs.*

Funding: $374.494
Funding Period: July 1995 - June 1996

Continuing Education
Individual courses and certificate programs in a variety of subject areas are available for workforce training and retraining.

Career Training Center
Programs designed to develop and upgrade occupational skills to meet today's demanding job market. Courses and training programs in Data Entry, Word Processing, Computer Programming and Computer Operations,Computerized Accounting and Payroll, Computer Repair, Legal and Medical Office Specialists, and Nursing Assistant programs are available.

9(b). Sponsored research

This item is not applicable.

9(c). Assistance to business

See section Item 5(a).4.

9(d). Technology transfer

This item is not applicable.

9(e). Culture/Cultural events

In FY 95, HCCC received an OPTIONS award from the Foundation for Peace. OPTIONS involved a series of six programs open to the general public. The topics were "The Emerging Palestinian State,""Environmentalism: The State of the Planet," "Islam and Modern Times," "Women and the third World: Issues and Challenges,""Arabic and Jewish Influences in the Hispanic Community" and "The New South Africa".

9. "RETURN ON THE INVESTMENT"

Funded at $2,000, this series reached over 200 persons in the college and the community. The series will be repeated this fall.

9(f). Sports/sports events

Intercollegiate teams in basketball, soccer and softball had 87 contests.

Recreational and fitness programming is limited due to a lack of on-campus facilities.

Forty (40) students participated in an aerobics class at the College's North Hudson Center during the past academic year.

9(g). Charitable efforts

See 9(h) and 9(j).

9(h). Volunteerism
[See also 2A.2(a) and 9(j)].

During FY'95 thirty-four (34) employees contributed $1,729.00 to the United Way of Hudson County.

Students from the Culinary Arts Institute Food Fantasy Club distributed decorated Halloween pumpkins to the pediatric ward at the Jersey City Medical Center.

Faculty and staff participated in a regional AIDS Walkathon.

9(i). Number of licensed/certified/Continuing Education credits over a 5 year cycle

Real estate courses offered by the college prepare students to take the New Jersey Real Estate Licensing Examination

Beginning Fall 1995, HCCC will award Continuing Education Units (C.E.U.s) upon successful completion of certain courses and programs.

9. "RETURN ON THE INVESTMENT"

The College enrolled students in fundable non-credit courses (courses designed to develop or upgrade occupational skills for the local job market and courses designed for Adult Basic Education and General Education Development as defined in the Administrative Code) to the following extent:

EQUIVALENT CREDIT HOURS	
Differential Classification Group 6, FY 93	2,011
Differential Classification Group 6, FY 94	1,151
Differential Classification Group 6, FY 95	14,018

9(j). Meaningful public service
[Also see Item 5(a)].

In this area, HCCC has provided both institutional and individual participation.

A major community service event presented by HCCC in FY95 was the Mini White House Conference on Aging, an activity designated by the White House Conference On Aging Committee (WHCOA). With the cooperation of a committee representing the Hudson County Department of Health and Human Services and the major county providers of services to seniors, over three hundred senior citizens met at HCCC on October 26, 1995. Federal, State and County officials were present as Hudson County senior citizens made their needs and suggestions known for incorporation in a report that was later transmitted to WHCOA in Washington, D.C.

The event was funded by a grant of $5,500 from The Provident Savings Bank.

This Conference was the end of a county-wide process that included four other smaller meetings and involved a total of approximately 750 people. The keynote speaker, Dr. Rose Dobrof, a national figure in gerontology, was recently appointed to President Clinton's Commission on Aging.

9. "RETURN ON THE INVESTMENT"

Another significant and experimental community service conducted by HCCC in FY95 was Developing a Choice (DAC), a program for at-risk minority males funded by the New Jersey Department of Human Services. The program pioneered in the inclusion of workshops for the "significant others" of at-risk minority male students. The workshops have yielded meaningful information on the importance of emotional support in the academic success and retention of the students in the program.

In providing a forum for public seminars and demonstrations, Barnes & Noble Booksellers has established a cooperative relationship with the Continuing Education Department at HCCC. Future collaborations include public readings during Banned Book Week, and other events sponsored by the bookstore and the College.

The Division of Continuing Education contributes to the local community, the region, and the state in terms of its commitment to Community Service. Continuing Education offers Community Service Programs on a variety of exciting topics, at many county locations, and at no cost, lectures, demonstrations, tours, workshops, seminars, and an Open House have been planned to attract participants to the breath of programming available at Hudson County Community College. Our Public Service programs demonstrate our commitment to life-long adult learning in Hudson County. All events are free and all are welcome to attend.

HCCC also maintains a Speakers Bureau for the Community which offers free talks by staff and faculty on topics ranging from quilting to Alzheimer's Disease to Math and the Cultures of the World. Twenty faculty and staff participate in this program, including President Gabert. Audiences have varied from the New Jersey Association of Library Assistants to senior citizens.

On an individual level, HCCC faculty and staff participate strongly in the activities of Hudson County and theregion. For example:

- *member of the County Workforce Investment Board.*
- *member of the Board of the Hudson County United Way.*
- *member of Habitat for Humanity.*
- *co-facilitator of a Support Group for Battered Women at the Jersey City YWCA.*

9. "RETURN ON THE INVESTMENT"

- *member of the Hudson County Advisory Committee on the Status of Women and the Coalition of 100 Black Women.*
- *judges in the Hudson County Science Fair*
- *members of Rotary Clubs*
- *member of County Advisory Committee on the Status of Women*
- *member of the Board of the Jersey City YWCA*
- *member of the West New York Cuban Lions of Hudson County*
- *Vice Chair of New Jersey College Public Relations Association*
- *Secretary/treasurer of the Community College Association of Institutional Research & Planning (CCAIR&P)*
- *member of Hudson County Chamber of Commerce*
- *member, executive advisory committee, Haruyama Ministerial Scholarship Program, NYC.*

9(k). Other

Achievements at the college (e.g., Title III grant, mission renewal, retention program) have been recognized nationally. This recognition not only enhances the status of the college, it contributes to the state's image as a national leader in higher education. National publications featuring submitted articles or items concerning achievements at HCCC include: Counsel: National Council for Marketing and Public Relations; IE (Institutional Effectiveness) In Focus: Community College Consortium; Network: National Council for Staff, Program, and Organizational Development; Linkages: National Institute for Staff and Organization Development (University of Texas at Austin); and Community College Times.

9(l). Major capital projects/improvements

CAPITAL PROJECTS/IMPROVEMENTS

BACKGROUND

The 1993 Blueprint Project (see Item B) called for a facilities master plan which included the following goals:

- *Establishing a new central campus as well as a center for Journal Square.*
- *Moving from leased facilities to publicly owned facilities.*

9. "RETURN ON THE INVESTMENT"

- *Providing adequate facilities for faculty and programs for instruction and support services.*
- *Securing adequate parking.*
- *Improving facilities at the North Hudson Center.*

At that time (1992-93), the College leased twelve (12) buildings, paid for student seats at Saint Peter's College and Jersey City State College, and rented classroom spaces at Hudson Catholic and Memorial High School.

CAPITAL PROJECTS

The College began immediately to upgrade its facilities at Journal Square (Jersey City) and abandon rented facilities in favor of publicly owned facilities as follows:

168 Sip Avenue
(the former Rutgers Extension Building)
Renovations were completed in February, 1995 on the College owned building at 168 Sip Avenue. The building (Science Center) serves the Mathematics, Science and Technology Division. The total cost was one million eight hundred twenty five thousand five hundred ($1,825,500) dollars and was funded by State and County funds. This allowed the College to move from leased facilities at 299 Sip Avenue with an annual rent savings of thirty four thousand ($34,000) dollars.

162 Sip Avenue
(the former N.J. Bell Telephone Company Office Building)
Renovations have taken place at 162 Sip Avenue for substantial rehabilitation for staff support use. The building houses the College Services Division. The project cost is estimated at one million five hundred twenty eight thousand ($1,528,000) dollars and is funded by State and County funds. Occupancy began during the Summer of 1995. This will allow the College to move from leased facilities at 26 Journal Square (14th floor) with an annual rent savings of one hundred thousand ($100,000) dollars.

Parking Lot adjacent to 162 Sip Avenue
In addition to acquiring the building at 162 Sip Avenue, the College also acquired the parking lot immediately adjacent to 162 Sip Avenue which will be used for staff parking. The project cost is estimated at one million four hundred fifty thousand ($1,450,000) dollars and is funded from a prior Bond Ordinance. Occupancy began during the Summer of 1995.

9. "RETURN ON THE INVESTMENT"

25 Journal Square
(the Pathside Building)
The College acquired title to the historic Pathside building which contains 52,000 square feet. Currently, the building is under renovation to become the educational and student center for the College. The building will include classrooms, a new learning center, student center, and administrative and faculty offices. The project cost is estimated at eight million one hundred ninety nine thousand two hundred ninety five ($8,199,295) dollars and is funded from State and County funds. Occupancy began during the Summer of 1995. This will allow the College to move from leased facilities at 2737 Kennedy Boulevard, 900 Bergen Avenue, and 901 Bergen Avenue with an annual rent savings of one hundred seventy eight thousand ($178,000) dollars.

26 Journal Square
The College rented, renovated and occupied four (4) floors in the tower at 26 Journal Square. The rental rates are lower than those of the previous tenants negotiated six (6) years ago. These spaces provide the finest classrooms and office space the College has had in its twenty (20) year history. A very attractive purchase option was also negotiated into the lease.

North Hudson Center
Steps have been taken for clean up and improvement of the buildings at the North Hudson Center. Additional work is planned for the Summer/Fall of 1995.

Hudson Catholic and Memorial High School
Plans are in place to eliminate the rental use of outside facilities for classrooms at Hudson Catholic and Memorial High School, effective September 1, 1995 with a savings of eighty two thousand ($82,000) dollars annually.

Saint Peter's College and Jersey City State College
Plans to phase out of all contracts with Saint Peter's College and Jersey City State College are in effect (except for the Allied Health Program). Through these contracts, the College pays for faculty, student seats, and facilities. The phase out will be effective as of September 1, 1995. This will result in a savings of several hundred thousand dollars for the College.

By the end of September, 1995, the College will have completed the current facilities renovation projects.

9. "RETURN ON THE INVESTMENT"

IMPROVEMENTS (Equipment and Furniture)

The State Equipment and Leasing Fund has allocated $1.9 million to HCCC for instructional equipment ranging from computers to laboratory items such as microscopes and commercial culinary appliances. The Title III Project will also provide kiosks for student information purposes. In addition, Morgan Guaranty Trust and the Port Authority of New York/New Jersey have donated furniture the college could not have purchased.

10. PROGRAMS - DEGREES AND PROGRAM OFFERINGS

The breadth and depth of a reputation of an institution's offerings:

1. *Profile of institution including degree and certificate programs*

BUSINESS AND ALLIED HEALTH

A.A.S. Degree Programs
  - *Accounting*
  - *Data Processing*
  - *Legal Assisting*
  - *Management*
  - *Medical Assisting*
  - *Medical Record Technology*
  - *Office Systems Technology*

A.A. Degree Program
  - *Liberal Arts with Option in Business*

A.S. Degree Program
  - *Respiratory Care*

Certificate Programs
  - *Data Processing*
  - *Medical Assisting*
  - *Medical Record Coding Specialist*
  - *Medical Transcription*
  - *Office Systems Technology*
  - *Respiratory Care*

CULINARY ARTS

A.A.S. Degree Program
  - *Culinary Arts*

Certificate Program
  - *Culinary Arts*

Specialized Proficiency Certificate Programs
  - *Certificate of Proficiency in Baking (Patisserie)*
  - *Certificate of Proficiency in Cold Food Production (Garde Manger)*
  - *Certificate of Proficiency in Hot Food Production (Cuisine)*

10. PROGRAMS - DEGREES AND PROGRAM OFFERINGS

ENGLISH, HUMANITIES & SOCIAL SCIENCES

A.A. Degree Program

- *Liberal Arts - General*
- *Liberal Arts Programs with Options in:*
    - *American Studies*
    - *Early Childhood Education*
    - *History*
    - *Latino Studies*
    - *Psychology*
    - *Sociology*

A.A.S. Degree Programs

- *Criminal Justice*
    - *Option: Security and Loss Prevention*
- *Early Childhood Education*
- *Human Services*
    - *Option: Human Services for the Aged*
- *Public Administration*

Certificate Program

- *Child Care*

MATHEMATICS, SCIENCE AND TECHNOLOGY

A.A.S. Degree Programs

- *Computer Technology*
- *Electronics Engineering Technology*
- *Manufacturing Engineering Technology*

A.S. Degree Programs

- *Computer Science*
- *Engineering Science*

Certificate Programs

- *Computer Information Systems*
- *Electronics Technology*

2. Accreditation status: institution and specialized programs

The College operates under the authority of the New Jersey Commission on Higher Education and with accreditation from the Commission on Higher Education of the Middle States Association of Colleges and Schools.

10. PROGRAMS - DEGREES AND PROGRAM OFFERINGS

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the American Association of Medical Assistants accredits the Medical Assisting Program.

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the American Health Information Management Association accredits the Medical Record Technology Program.

The Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (ABET), accredits the Electronics Engineering Technology Program.

3. Articulation arrangements

(Upper Division Colleges)

- *St. Peter's College*
- *Jersey City State College*
- *Fairleigh Dickinson University*
- *Johnson and Wales College*
- *Florida International University*
- *Centenary College*
- *Thomas Edison State College*
- *Rutgers University*

(Tech-Prep 2+2)

Tech-Prep 2+2 articulation agreements between HCCC and:

- *Passaic Vocational Technical Institute - Culinary Arts*
- *Morris County Vocational Technical School - Culinary Arts*
- *Bergen County Vocational Technical Schools - Culinary Arts, Medical Assisting, Medical Record Technology, Office Systems Technology*
- *Sussex County Vocational Technical School - Culinary Arts*
- *Hudson County Vocational Technical Schools - Culinary Arts*
- *Kearny High School - Office Systems Technology*
- *Jersey City Board of Education - Allied Health*
- *Northern New Jersey Allied Health Consortium - comprising seven county colleges, Felician College, eight vocational technical schools, Patterson Public Schools, Hudson County Tech Prep Consortium, and the University of Medicine and Dentistry of New Jersey - Allied Health*

10. PROGRAMS - DEGREES AND PROGRAM OFFERINGS

- *Hudson County Tech-Prep Consortium - comprising all high schools in Hudson County - Medical Assisting, Medical Record Technology, Data Processing, Office Systems Technology.*

4. Innovative programs

4(a). joint programs

See Item 10.3.

4(b). accelerated programs

See Item 10.3.

4(c). 2+2, 3+2 programs

See Item 10.3.

4(d). K-12 and college programs

See Item 5A(2) and 5A(3).

4(e). Other

- ***N.O.W. COLLEGE***
  *(**N**on-traditional, **O**pen-entry/open-exit, **W**eekend)*
  N.O.W. College brings under one roof offerings that do not fit into the Monday-Friday day or evening class mold. It enables students, whose schedules do not permit them to take regular day or evening classes, to attend HCCC. These offerings are also aimed at students who may wish to take additional classes. As N.O.W. College grows, it will offer an increasing number and variety of courses. At present, it offers three types:
  - ***Weekend Courses**: Solely from its weekend offerings students can complete from a quarter to over half the course requirements for HCCC's five most popular majors (Accounting, Data Processing, Liberal Arts, Management and Medical Assisting).*
  - ***Video Courses**: Students can now take college courses without having to attend class. Instead of attending regular classes on campus, video-course students view at least two 30-minute course programs each week at home, have*

assigned reading in textbooks and study guides, and take exams administered on campus. All video courses are semester courses (16 weeks). They are equivalent to on-campus courses and three semester hours of credit. No distinction is made on the college transcript. The two video courses offered are entitled "The American Adventure" and "The Sociological Imagination." The video courses are provided by the Dallas County Community College District, the premier producer of video-based courses in North America. An HCCC instructor is assigned to each course and is the contact person when students need assistance.

♦ ***Intensive Non-Credit Courses****: A series of intensive 10-week, non-credit weekend courses aimed at limited English-proficient students is offered in cooperation with the Hispanic Institute for Research and Development. Besides English-as-a-Second Language, there are courses in computers as well. The Hispanic Institute also offers the following services: job placement, career counseling, alcohol/drug abuse counseling, social support group, immigration counseling, and translation services. Classes are open to all and are held at the North Hudson Center in West New York. Students can take up to two courses in a cycle and, thereby, take advantage of the various services offered by the Hispanic Institute.*

G. A REPORT OF THE INSTITUTION'S SUCCESS IN MEETING THE STATE'S GOALS WITH RESPECT TO CHE'S STATEWIDE MASTER-PLAN (WHEN DEVELOPED)

Hudson County Community College will report on the institution's success in meeting the State's goals with respect to CHE's Statewide Master-Plan when the Plan is developed.

H. A PROFILE OF MEMBERS OF THE BOARD OF TRUSTEES OR GOVERNORS, BY GENDER, ETHNICITY AND PROFESSION

NAME	PROFESSION	ETHNICITY	GENDER
JOSEPH P. LECOWITCH, Chair	Chief Executive Officer of the Hudson County American Red Cross	W	M
MARLA UCELLI, Vice Chair	Assistant Director for School Reform, The Rockefeller Foundation	W	F
JOSEPH CUNDARI	Civil Architect/Engineer	W	M
CHARLES T. EPPS, Jr., Ed.D.	Senior Administrator, Jersey City Board of Education	B	M
FERMIN GARCIA	Business Owner	H	M
GLEN GABERT, Ph.D., ex officio	President, HCCC	W	M
DANA JOSWICK, ex officio	Alumni Representative	B	F
LOURDES SANTIAGO, Esq.	Attorney-at-Law	H	F
ELIZABETH SPINELLI	Sales Coach Northern New Jersey, Bell Atlantic of New Jersey	W	F
PATRICIA TRUJILLO, Ed.D.	School Psychologist, Union City Board of Education	H	F
CHARLES WEENING	Acting Superintendent of Schools, Hudson County	W	M

I. A STATEMENT ASSURING THE STATE OF NEW JERSEY THAT, TO THE EXTENT POSSIBLE, ALL INFORMATION PROVIDED ABOUT THE INSTITUTION IS ACCURATE AND COMPLETE

The reader can be assured that, to the extent possible, all information provided in this report is accurate and complete.

HUDSON COUNTY COMMUNITY COLLEGE

Board of Trustees

JOSEPH P. LECOWITCH, Chair
MARLA UCELLI, Vice Chair
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CHARLES WEENING

Prepared by:
OFFICE OF PLANNING & INSTITUTIONAL RESEARCH
Mark Oromaner, Dean, Planning & Institutional Research
Eleanor Fujita, Director, Institutional Research
Emma Lopez, Secretary to the Dean
201/ 714-2113